

**THE EFFECT OF ENTREPRENEURIAL EDUCATION AND
SUBJECTIVE NORM ON ENTREPRENEURIAL TENDENCY MEDIATED
BY ENTREPRENEURIAL ATTITUDE**

**(Social Studies Students on Entrepreneurship Program at
SMAN 1 Gondanglegi, Malang, Indonesia)**

Mila Sindia¹, Ery Tri Djatmika², MadziatulChuriyah³

¹Graduate School, UniversitasNegeri Malang,
Jl. Semarang No.5, Sumbersari, Lowokwaru, Malang, 65145

^{2,3}Faculty of Economics, UniversitasNegeri Malang, Indonesia,
Jl. Semarang No.5, Sumbersari, Lowokwaru, Malang, 65145

ABSTRACT

This research examines the effect of entrepreneurial education and subjective norm on entrepreneurial tendency mediated by entrepreneurial attitude on senior high school students majoring in social studies taking entrepreneurship program at SMAN 1 (Public Senior High School) Gondanglegi, Malang-Indonesia. This research employed descriptive correlational design, and sample size consisted of 143 students as respondents majoring in entrepreneurship were taken by using proportionate random sampling technique. Data collected were analyzed to examine relationship among variables. Research findings revealed that entrepreneurial tendency indirectly is influenced by entrepreneurial education and subjective norm, which means that entrepreneurial attitude, takes place as essential mediation variable.

Keywords: entrepreneurial education, subjective norm, entrepreneurial attitude, entrepreneurial tendency

1. INTRODUCTION

Entrepreneurial education continues to expand in recent years, ranging from elementary to higher education level. There are a dozen institutions offering various programs related to entrepreneurial education and its training. Consequently, these programs potentially persuade students in boosting their interest to be an entrepreneur and create their own business. It is in line

with Bhandari (2006) who argued that an alternative way to grow the entrepreneurship awareness could be through unfolding the entrepreneurial intention. The intention of entrepreneurship is defined as a tendency focusing on the individual to have an entrepreneurial attitude or spirit with considering the personality aspect (Cromie, 2000). This step becomes vital to anticipate the 21st century learning demands, MEA dynamics, regional, national, even international competitiveness.

Referring to the Planned Behavior theory (Ajzen, 2005), an attitude within height involvement requires faith and evaluation to activate the spirit, subjective norm and personality control through intention as mediator toward the influence of motivational factors affecting to a behavior. Internal factors are including personality, perception, motivation, and learning; while external factors include family environment, fellows, education society, and community (Baron et al., 1974). Social norm takes a role as a significant predictor for the entrepreneur. Moreover, Gelderen et al. (2008) also notes that social norm is imperative in describing the interest to entrepreneurship since the students have an entrepreneurial family and friends who bring the positive social norm in term of entrepreneurship. Experiences and background of the family about the expansion of entrepreneurial perception will capably grow out the entrepreneurial spirit.

Entrepreneurial spirit, as well social norm, is the antecedent which contributes to the entrepreneurial tendency, it was mentioned in the planned behavior theory. An entrepreneur is who makes their effort in brave and persistence so that their hard works have succeeded and developed (Ajzen 2005). Then, it could be stated that students, who have altitude entrepreneurial spirit, possibly tend to be an entrepreneur. From that family environment, an individual gets their inspiration and decide to have their own business in the future, which indicates that the entrepreneurial attitude has been rankled and deep-seated.

The chief problem about entrepreneurial education in Indonesia, however, is the mindset of their citizens. Parents in Indonesia mostly assumed that by attending their children to the senior high school, they have put them in place of bright future, for instance, to be a civil servant, public servant, or private employee instead of growing their kids' minds to have their own business or be entrepreneur after they graduated from the higher education. This assumption belief that entrepreneurship merely belongs to trade or business which needs a lot of capital; in fact, business is more than that. Being an entrepreneur, here, means that an individual who has creativity and innovation, look for potential, risk-taking, spirit, mindset, and character that is predicted to make a difference, alteration, and positive growth in their profession and work in this digital era other than business area.

The process of formal education, furthermore, also becomes a barrier to bring up the entrepreneur soul. It could be rejected that most of the time of students are spent at home with their family and society, school only takes 8 hours for them. Nevertheless, the entrepreneur is not seen as prestigious as an employee in bank, office, company, or other professions. That premise makes informal education, particularly interaction with family members, have not a meaningful contribution in achieving students' competence in entrepreneurship.

2. LITERATURE REVIEW

Entrepreneurial Tendency

Entrepreneurial tendency is well-defined as an individual subjective factor which appears in form of desire and endures to start entrepreneur. The entrepreneurial tendency concerns on acknowledging individual with his/her tendency to the entrepreneurial attitude by considering personality aspect, such as entrepreneurial characters (Cromie, 2000). The entrepreneurial tendency is influenced by an attitude towards entrepreneurship, subjective norm and behavior control that was felt. Another influence comes from characters, like a personal background, motive, family background (Sieger et al., 2011). There is a factor urging on the efficiency of entrepreneurship, e.g. business finance, the family company as a traditional program that encourages motivation and foundation of entrepreneurial tendency.

Entrepreneurial Education

Teaching and learning in entrepreneurship area are no longer about comprehending an entrepreneurial activity in the classroom, it is more about seeking out the possibility to do outside the classroom so that the value of approach in integrating knowledge, experience, and action become the program of entrepreneurial education (Heinonen and Poikkijoki, 2006; Kirby, 2002). The teacher duty is developing the students' ability to put their experience into the broader context and provide a chance for the learners to interpret entrepreneurial acquaintance by themselves (Gibb, 2002). Furthermore, Albertie al. (2004) explains that the aim of entrepreneurial education is to acquire facts related to the entrepreneurship, obtain skills in using the entrepreneurial techniques, analyze the business situation and its expansion, reduce the risk that was gotten in the analysis technique, boost the empathy and support for a unique aspect in the entrepreneurship, swift the incorrect attitude or way of thinking to beat the global changing, encourage the existence of new business and stimulate the corrective social elements.

Subjective Norm

According to Baron et al. (1974), the subjective norm is an individual perception about whether

other people will stand on making their move or not. An indicator of a student with entrepreneurial intention is shown by his/her experience in entrepreneurial activity from their environment, specifically in family or society. Demographical variable plays as the dominant variable that has been studied, particularly in the family background or adventure with more specific on the birth sequence, role model, marital status, age, parent and self-educational level, social economic status, job descriptions, and work habits (Robinson et al., 2016).

Entrepreneurial Attitude

Entrepreneurial attitude or spirit refers to in which an individual holds their own valuation in positive or negative way to be entrepreneur through evaluative deliberation (Linan and Chen, 2009). Entrepreneurial attitude is a tendency to affectively react to confront the risk that will be through in a business. Object of attitude places outside of individual, but the evaluation to that object is influenced by self-cognitive and motivation ability, as well external impression also has a role to change or shape and strengthen attitude. In other side, attitude and behavior have a great relationship, it has been described systematically (Ajzen, 2005) that behavior, which is preceded by a conscious decision, will lead to shape the behavior of the future. It can be stated that an attitude is made as the measure of one's expectation regarding to the action should take before begin a business. The personality approach was used to identify entrepreneurial tendency which consists of direct measurement from the personality trait or motivational tendency owned by entrepreneurs. Research on personality and entrepreneurship resulted in 4 identified constructions which has been known in public and used in tackling down the business motivation and entrepreneurship studies: those are need for achievement, locus of control, self-esteem, and innovation (Robinson et al., 2016).

RESEARCH HYPOTHESIS

Based on theoretical foundations and previous research findings, research hypothesis about relationships among variables were formulated in Table 1.

Table 1: Research Hypothesis

No.	Research Hypothesis
1.	There is a positive relationship between entrepreneurial education and entrepreneurial attitude
2.	There is a positive relationship between subjective norm and entrepreneurial attitude
3.	There is a positive relationship between entrepreneurial education and entrepreneurial tendency
4.	There is a positive relationship between subjective norm and entrepreneurial tendency
5.	There is a positive relationship between entrepreneurial attitude and entrepreneurial tendency
6.	There is an indirect effect of entrepreneurial education on entrepreneurial tendency mediated by entrepreneurial attitude
7.	There is an indirect effect of subjective norm on entrepreneurial tendency mediated by entrepreneurial attitude

Relationship among variables as proposed conceptual model is presented in Figure 1.

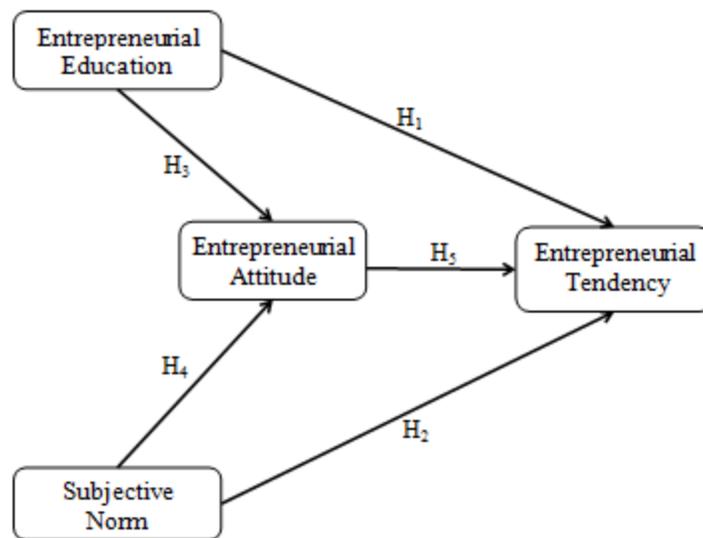


Figure 1: Proposed Conceptual Model

3. METHOD

This quantitative research employed descriptive correlation explanatory design intended to examine certain relationship among variables (Creswell, 2013). Explanatory research, in addition, is a research design to explain variables position in a study and its effect of variables one into another. Population of this study was social studies students in X, XI, and XII grades

taking entrepreneurship program at SMAN1 (Public Senior High School) Gondanglegi, Malang, Indonesia. More specifically, population size of this research consisted of 222 students, and by using proportionate stratified random sampling, chosen from the population members randomly based on proportion (Creswell, 2013), and number of respondents involved 143 students as sample size taken by implementing Slovin’s formula (Kalimba et al., 2016).

Research instrument administered to measure variables were adopted and modified from the measurement scales that had been done in previous studies. Questionnaire used Likert scale starting from 1 (strongly disagree) up to 5 (strongly agree) to find respondent’s responses. All of respondents had provided complete information, and path analysis technique was utilized for analyzing data to examine hypothesis of relationship among variables as figured out in proposed conceptual model by using SPSS 16.0 for windows.

Research Findings

Results of data analysis about the relationships among variables for first structure showing the effect of entrepreneurial education and subjective norm on entrepreneurial attitude are presented in Table 2.

Table 2: The effect of entrepreneurial education and subjective norm on entrepreneurial attitude

Variable s		Standardized Beta Coefficients	t-values	Sig.
Independent	Dependen t			
Entrepreneurial Education	Entrepreneurial Attitude	0.41 5	5.403 *	0.00 0
Subjective Norm	Entrepreneurial Attitude	0.33 5	4.353 *	0.00 0

* Using alpha 0.05 as significant level

It was found that based on Table 2 above this research revealed that there are significant effects of entrepreneurial education and subjective norm on entrepreneurial attitude. Moreover, result of data analysis about the relationships among variables for second structure showing the effect of entrepreneurial education, subjective norm, and entrepreneurial attitude on entrepreneurial tendency is presented in Table 3.

Table 3: The effect of entrepreneurial education, subjective norm, and entrepreneurial attitude on entrepreneurial tendency

Variables		Standardized Beta Coefficients	t-values	Sig.
Independent	Dependent			
Entrepreneurial Education	Entrepreneurial Tendency	0.256	3.239*	0.002
Subjective Norm	Entrepreneurial Tendency	0.163	2.124*	0.035
Entrepreneurial Attitude	Entrepreneurial Tendency	0.415	5.248*	0.000

* Using alpha 0.05 as significant level

It was found that based on Table 3 above, this research revealed that there are significant effects of entrepreneurial education, subjective norm, and entrepreneurial attitude on entrepreneurial tendency. Integration of the first and the second structures as empirical model showing the relationship among variables is figured out in Figure 2.

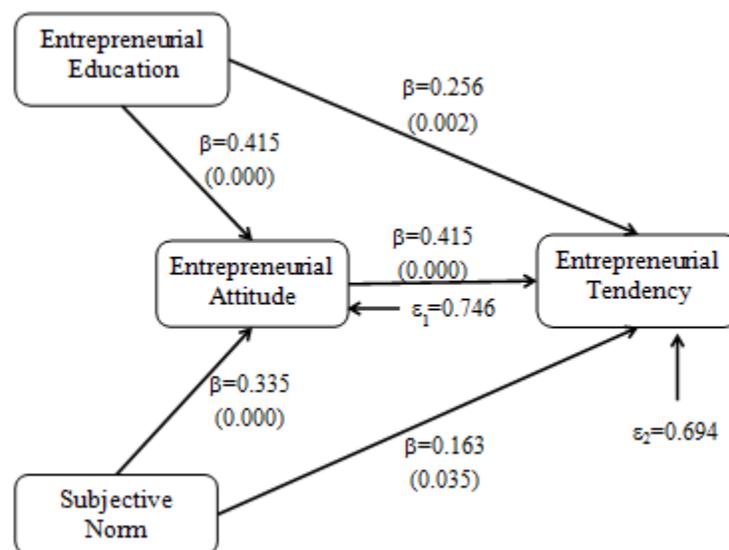


Figure 2: Empirical Model

Result of data analysis as presented in Table 2 and Table 3 and also revealed in Figure 2 as empirical model showing that all coefficients obtained are significant. The result is used to examine null hypotheses, and decision of hypotheses testing is presented in Table 4. The formula

from Fairchild and MacKinnon (2009) is used to find out indirect effect coefficients. The result of hypotheses testing as mentioned in Table 4 showing that all null hypotheses are rejected.

Table 4: Hypotheses Testing

No.	Null Hypotheses	Effect Coefficients		Decision
		Direct	Indirect	
1.	There is no positive relationship between entrepreneurial education and entrepreneurial attitude	0.415	---	Null Hypothesis is rejected
2.	There is no positive relationship between subjective norm and entrepreneurial attitude	0.335	---	Null Hypothesis is rejected
3.	There is no positive relationship between entrepreneurial education and entrepreneurial tendency	0.256	---	Null Hypothesis is rejected
4.	There is no positive relationship between subjective norm and entrepreneurial tendency	0.163	---	Null Hypothesis is rejected
5.	There is no positive relationship between entrepreneurial attitude and entrepreneurial tendency	0.415	---	Null Hypothesis is rejected
6.	There is no indirect effect of entrepreneurial education on entrepreneurial tendency mediated by entrepreneurial attitude	---	0.172 (the product of 0.415 and 0.415)	Null Hypothesis is rejected
7.	There is no indirect effect of subjective norm on entrepreneurial tendency mediated by entrepreneurial attitude	---	0.139 (the product of 0.335 and 0.415)	Null Hypothesis is rejected

4. DISCUSSIONS

The relationship between entrepreneurial education and entrepreneurial attitude

The first hypothesis predicts that entrepreneurial education positively and significantly affects the entrepreneurial attitude. Then, it was proved. The result finds that entrepreneurial education

has a positive and significant influence on the entrepreneurial attitude of entrepreneurship students in X, XI, and XII grades majoring social science at SMAN 1 Gondanglegi, Malang-Indonesia. The magnitude of this effect reached out 0.415. This finding is similar to the previous study, which was held by Lee and Wong (2003), Krueger Jr. et al. (2000) and Mahendra et al. (2017). Based on their findings, it is known that entrepreneurial education directly contributes to the entrepreneurial attitude.

The entrepreneurship subject keeps on the interest of academics and policymakers. There is a growing number of a business school including entrepreneurship into their subject of the curriculum. It is also, likewise, a number of researchers (Peterman and Kennedy, 2003; Audet, 2004; Lüthje and Franke, 2003) exploring the relation among entrepreneurial education and other aspects to be a good entrepreneur in the forthcoming lifecycle. Entrepreneurial education not only presents about the theoretical foundation particularly around the entrepreneurial concept, but also more about how to have an upright attitude, behavior, and mindset as an entrepreneur. This is a major investment in the education society to set up the students to start their business by experiencing integration, skills, and eradication that will give them more chance to develop and expand a business. Alma (2000) states that the educational success, that is prescribed by formal education, is about 15%; while 85% is determined by a mental or personality trait.

The coefficient score in the descriptive analyzes had a mean score of 4.30, which was resulting in the good category. The indicator with excellent category felt to the how to learn to be a businessman, it indicates that acquired materials around entrepreneurship are able to convince the students as a provision for future life. In contrast, some of the students had the hard feeling, into poor category, for the indicator of comprehending material about entrepreneurship. It means that there is a need for a teacher to act in order to dig in-depth the students' curiosity in the direction of entrepreneurship materials and do the entrepreneurial practice.

Other entrepreneurial attitudes of students are potentially influenced by other factors instead of personality factors in an individual. It is consistent with Izedonmi and Okafor (2010) pointed out that entrepreneurial attitudes of society are depended on the different factors those are social, character, and environmental factors. For instance, when students enroll their major started from the first grade (X), they have exposed to the material about entrepreneurship, in form of theory and practice, intensively than other major. It slowly but sure will change the students' perception toward entrepreneurial activities, which is more valuable for them after they graduated from the school or long-term living.

The relationship between subjective norm and entrepreneurial attitude

The hypothesis analysis revealed that subjective norm has a positive and significant effect on the

entrepreneurial attitude for students in X, XI, and XII graders of social science of entrepreneurship interest at SMAN 1 Gondanglegi, Malang-Indonesia. The score of this correlation was 0.335. What the result is shown in this study has similarity to studies in the past (Linan and Chen, 2009; Byabashaija et al., 2011; and Kennedy et al., 2003), which emphasized the strong relationship between subjective norm as the independent variable and entrepreneurial attitude as the dependent variable.

In addition, subjective norm refers to the perception about social burden in acting and obeying the rules and advice from people nearby to embrace entrepreneurial activity. In this context, the family plays an important role to trigger the psychological entrepreneurial attitude. A person with the high subjective norm is more likely to command entrepreneurial attitude with the purpose of pursuing entrepreneurship carrier. It is driven by his/her self-assured, she/her might assign a role and complete the tasks being requested to achieve an entrepreneurial success (Byabashaija et al., 2011). Kennedy et al. (2003) argues that subjective norms are accounted for knowing the contribution of relatives, colleagues, role models, news about successful business viewing in the media to make a difference in the way of individual actions in their entrepreneurial attitude.

The descriptive analyzes confirmed that students owned-subjective norms were classified into a very good category. It was shown by the frequency distribution of grand mean, which was 4.06 under the highest mean score of inspiration from a successful entrepreneur. That indicator triggers students to act wisely in creating a business or becoming an entrepreneur. The real situation is seen for the businessman who used the internet as their platform to start a business-like YouTube, Instagram, or other rousing videos. Students can access those kinds of media with ease, then it is essential to get their attention to have their own work on the business. This condition is driven by the parents' occupation which 26% of them are the entrepreneur. Meanwhile, the family support occupies the second position for the indicator with high rank being founded on the descriptive analyzes.

The relationship between entrepreneurial education and entrepreneurial tendency

The research hypothesized that entrepreneurial education has a positive and significant contribution to the entrepreneurial tendency. After the data being analyzed, the assumption came true. The magnitude of the effect was 0.256. The result backs several preceding kinds of research held by Kuttim et al. (2014), Lorz (2011), Hussain (2015), and Mahendra et al. (2017), who have alike found of a strong relationship between entrepreneurial education and its tendency.

Entrepreneurial education is incorporated to find out the students' way of refining their entrepreneurial tendencies. It is also useful for a media to measure the students' level of interest

in entrepreneurship through two indicators; comprehending about the entrepreneurial material and entrepreneurial learning process being acquired. The highest mean score was 4.53 founded on the comprehending about the entrepreneurial material. The convenience related to the entrepreneurial knowledge repeatedly estimates to benefits for the students' next life level. The interpretation of this finding could be noted that entrepreneurship learning is more indispensable to persuade pupils in stimulating entrepreneurial tendency. Some of the former researches also get the same result as this study (Izquierdo and Buelens, 2008; Franke and Lüthje, 2003; Peterman and Kennedy, 2003; Fayolle et al., 2006; Alain et al., 2014), the program of entrepreneurial education contributed to the development of entrepreneurial tendency. The entrepreneurial tendency, similarly, via the material application, reflection, and innovation from students associated with the entrepreneurship brings a great effect to the entrepreneurial tendency (Hagg and Kurczewska, 2016).

Social science students of entrepreneurship interest, primarily, has been placed in there since the admission of the newbie. Whilst implementation, numerous students had to be put into that program for some reasons, e.g. the score below the average, then it brings out their pessimism when they have graduated. They are afraid to continue the study to the university level with the unconditional thing, such as enrolling in the undesirable major. When they are in XI and XII grades, unfortunately, most of them believe that entrepreneurial practice gives them provision, to begin with entrepreneurial events. At that moment, it can be concluded that entrepreneurial education for entrepreneurship program of social science students provides a big chance to be implemented as a starting point to run business earlier for their further life.

The relationship between subjective norm and entrepreneurial tendency

The following alternative hypothesis mentions that subjective norm positively and significantly influences entrepreneurial tendency for social science students in X, XI, and XII grades on the entrepreneurship program at SMAN1 Gondanglegi, Malang-Indonesia. The magnitude of the impact was 0.163. The earlier academic investigation also had the identical outcome in which social norm correlated to the entrepreneurial tendency (Guerrero et al., 2008; and Kuttim et al., 2014). The former analyst (Marcu, 2012) is probably to represent schematically the antecedent model of the entrepreneurial tendency that is a consequence of subjective norm. The implementation of TPB to scrutinize the factors affecting entrepreneurial tendency, for students from Finland, Sweden, USA, and England, also discovered that attitude, subjective norm, and personality control contained significant influence to the entrepreneurial inclination (Autio et al., 2001).

The attitude to the entrepreneurship, subjective norm and personality control being stroked,

influences the entrepreneurship tendency. Other things, can stimulate, are private circumstances, motive, as well as the family background (Sieger et al., 2011). There is also efficiently encouraging aspects, such as business fee, the family company supporting traditional innovation, and forming the entrepreneurial tendency (Gibb, 2002). In the context of the theory of behavioral design, it is believed that such factors – like attitude and subjective norm, might produce the one's entrepreneurial tendency and directly interact to the behavior (Fishbein and Ajzen, 1975). A reason why subjective norm aligns a crucial part because students, in general, remain in marking the preferences for their preferred carrier. The perspective from the parent, partner, friend, and other influencers are probable to note in this process. A research by Krueger et al (2000) inferred the weighty of subjective norm.

Students with subjective norm at home, school, and their environment leave positive support for them rather than who have not. In fact, the support to entrepreneurship activities was still in the low category. The statement was evidenced by the score of 3.76 in the frequency distribution. The reason behind this phenomenon is interrelated to the school facility; when students attend the entrepreneurial practice, the existence to the sustenance facilities remained very little. For instance, the equipment does not meet with the number of students in a class, as well in the practice of teaching factory and cooperation, not infrequently, students use their own money from selling the cake to make a convenience store because of the restricted venture capital. In place of those problems, the entrepreneurial practices keep running over the rolling method so that they can take turns to practice the teaching factory.

The relationship between entrepreneurial attitude and entrepreneurial tendency

There is an accepted hypothesis for the assumption of correlation among entrepreneurial attitude and entrepreneurial tendency. It means that entrepreneurial attitude positively and significantly relates to the entrepreneurial tendency for entrepreneurship program of social science students in X, XI, and XII grades at SMAN 1 Gondanglegi, Malang-Indonesia. The magnitude of the effect shown was 0.415. This result is also backed up by a finding which conveyed about the antecedent of entrepreneurial attitude to the entrepreneurial tendency (Linan and Chen 2009). Whilst formulating this hypothesis, the researcher corporates theory of planned behavior in order to build up the concept and empirical fact to present positive affect over the entrepreneurial tendency (Krueger Jr. et al, 2000; Fitzsimmons and Douglas, 2005; Schwarz, 2009; Marques et al., 2012; Fini et al., 2009; Kautonen et al., 2009; Moriano et al., 2011; Firmansyah et al., 2016; Asmara et al, 2016).

An attitude or a spirit, specifically, belongs to the evaluative respond arisen when somebody is facing certain stimuli that are expected to react individually. In other words, attitude is used to

test the one's hope about an action before starting a business (Leroy et al., 2009). The form of reaction could be used as the evaluation for either positive or negative near being an entrepreneur by consideration (Linan and Chen, 2009). The urgency of posture rule is ample to emerge entrepreneurial tendency for students. To do so, the educator needs to stimulate her/his learners by providing more chance to practice entrepreneurship through cooperation or teaching factory.

The descriptive statistics revealed that in the variable of entrepreneurial spirit, it had 4.03 grand mean. The highest score was obtained under the indicator of locus of control with 4.50. The interpretation of this result means that students will do their best work. This statement is reinforced by the classification based on the students' pocket money and most of them received 10,000-25,000 Rupiahs. With that money, they consistently run their mission in group work for entrepreneurship subject matters to sell a product using their private modal to the teacher-designated time limit. That activity has been going on for the last three years for providing students with a glance of an entrepreneurial carrier. The lowest mean score, otherwise, was shown in the indicator of self-esteem with 3.40. The statement says "being an entrepreneur is the goal of my future." Seemingly, the spirit of senior high school students will occur when they were practicing entrepreneurship, but at the same time, some of the students prefer to find other jobs to minimalize the risk of failure. Their perception of big business venture shrinks the bravery and make them doubt to be an entrepreneur in the upcoming days. Therefore, at the beginning of attending senior high school, students of entrepreneurship program of social science, at least, have more exposure to the entrepreneurship than other majors, with the intention of the ability to create a business in novelty, creativity, and innovation afterward they graduated from school.

The effect of entrepreneurial education on entrepreneurial tendency mediated by entrepreneurial attitude

The hypothesis that mentions about the effect of entrepreneurial education on entrepreneurial tendency of X, XII, and XII graders of social science on entrepreneurship program at SMAN 1 Gondanglegi, Malang-Indonesia mediated by entrepreneurial attitude, proposed in this study was supported empirically. The magnitude of the direct effect of entrepreneurial education on entrepreneurial tendency was 0.256, whereas the magnitude of its indirect effect was 0.172. Hence, the total magnitude for the effect of entrepreneurial education on entrepreneurial tendency mediated by entrepreneurial attitude was 0.428. It can be stated that the effect of entrepreneurial education on entrepreneurial tendency mediated by entrepreneurial attitude has a positive and significant relationship.

Some experts argue that entrepreneurship was taken from birth as the talents. However, not a

few of them have declared that entrepreneurship is a psychological spirit that is possible to strengthen through education (Lupiyoadi, 2007; Souitaris et al., 2007). The analyzes in hypothesis testing found that there is a positive and significant relevance between entrepreneurial education and entrepreneurial tendency through entrepreneurial attitude. The study by Kaijun and Sholihah (2015), and also Turker and Selcuk (2009) stand on the same result, the program of entrepreneurial education, tied to pedagogy and training, manages the guideline for the entrepreneur and provides the influential elements mediating by entrepreneurial attitude. This is in line with the investigation which is seating the entrepreneurial attitude as a mediator in between entrepreneurial education and entrepreneurial tendency. To be able to join entrepreneurship, a student has to have an entrepreneurial attitude, which was in there, from entrepreneurial education. More specifically, a student with entrepreneurial education and low entrepreneurial tendency, she/he will lead to gain high entrepreneurial attitude. In this context, entrepreneurial education represents an important character in building up the entrepreneurial attitude which will be actualized using entrepreneurial tendency. Students may implement to start a business – the main focus of entrepreneurial tendency. Through entrepreneurial education, students' will be more direct and profitable to achieve their goal.

Even though the most decisive role has been taken over by the entrepreneurial education in enhancing entrepreneurial attitude and attaining the goal of entrepreneurial tendency, but the students, in fact, still cannot keep up with their entrepreneurial tendency. Efforts have been made by the school authorities in pursuing the students to put an attempt to work with the entrepreneurial tendency, such as cooperation and teaching factory program, and it remains not a matter of increasing entrepreneurial tendency.

The effect of subjective norm on entrepreneurial tendency mediated by entrepreneurial attitude

Based on the hypothesis testing and analysis, the effect of subjective norm on entrepreneurial tendency mediated entrepreneurial attitude at SMAN 1 Gondanglegi, Malang- Indonesia was supported empirically. Subjective norm contributed to entrepreneurial tendency over a magnitude of 0.163 meanwhile the indirect effect had a magnitude of 0.139. Within the magnitudes, the total amount of the effect between the variables was 0.302. This result is relevant with the previous research by Car and Sequira (2007) also Rengiah and Sentosa (2006), they explain how the subjective norm of the background of a family business is capable of inference with the entrepreneurial tendency under mediated entrepreneurial attitude. The entrepreneurial tendency straight relied on the three antecedents, which are behavior, subjective norm, and personality control to be had (Ajzen, 2005). As revealed by Drnovsek and Erikson (2005), they suggest the incidental effect of external setting against entrepreneurial tendency through entrepreneurial attitude. Entrepreneurial tendency refers to the state of minds that drive

the attention, experience, and individual act for the certain goal or path to achieve it.

The above explanation means that altitude subjective norm affects the flourished of entrepreneurial attitude, which consequently enhances the entrepreneurial tendency. Based on the family's background and social networking, it will guide the individual to reach their successful business. It cannot be rejected that entrepreneurial environment figures out a meant part for the entrepreneurial tendency. The data being collected show that the coefficient of direct effect was on the higher score than indirect coefficient, to sum up entrepreneurial attitude plays a role that does not mean much for entrepreneurial attitude.

5. CONCLUSIONS

The main concern in this study is the research subject, the investigation conducted on the X, XI, and XII graders of social studies students on the entrepreneurial program at SMAN 1 Gondanglegi, they have been trained to the program using relevance materials about entrepreneurship intensively rather than other majors. Entrepreneurial tendencies were placed as the primary focus for students to initiate and make their novel business for an alternative carrier in their future. The current study reveals that entrepreneurial tendency is directly contributed by entrepreneurial education and subjective norm. Entrepreneurial education and subjective norm, likewise, are able to improve students' entrepreneurial tendency. Furthermore, entrepreneurial attitude is a mediator for entrepreneurial education and subjective norm as antecedents and entrepreneurial tendency as criterion variable. More specific, entrepreneurial education caters the providing facility in expanding the entrepreneurial characters, including giving them more chance to the real-situate and rehearsing contextual learning for cultivating their potency in entrepreneurship. Moreover, students who are risen under family members and environment, positively support to emerge the tendency of being an entrepreneur, bring out preferable outcome rather than the others. It has been valuable for students to be well-prepared and overcome the possible challenge in further life. By all the process has been through, it is recommended for sure that entrepreneurial educations are presented and accommodated in interactive ways to drag students' involvement during the learning process. Instead of an entrepreneurial attitude, the further researches might focus on investigating other worth characters that need to be discovered, which probably also have positive interferences in elevating entrepreneurial tendency. This kind of research should be explored to analyze whether the variables related to psychological characters truly affect the tendency of students to be entrepreneur.

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