Attitude Determinant in Entrepreneurship Behavior of Vocational Students' Entrepreneurship Intention

Ludi Wishnu Wardana[1], Chamdan Purnama[2], Saiful Anam[3], Farij Ibadil Maula[4]

[1, 4] *Universitas Negeri Malang, Indonesia*
[2, 3] *STEI Al Anwar Mojokerto, Indonesia*

Article Info	Abstract

This study aim to finding the correlation between emotional intelligence, entrepreneurship self-efficacy, entrepreneurship behavioral attitude, and entrepreneurship intention vocational school students. The data were analyzed using the SEM Smart PLS technique. The study revealed that there is a cause and effect correlation between emotional intelligence and entrepreneurship self-efficacy, entrepreneurship behavioral attitude toward entrepreneurship intention on vocational students in Mojokerto regency as described below: 1) empirically, emotional intelligence was proven to have no direct influence on entrepreneurship intention. However, it has a direct and strong influence on entrepreneurship behavioral attitude, 2) entrepreneurship self-efficacy has direct and strong influence on entrepreneurship behavioral attitude and entrepreneurship intention, and entrepreneurship self-efficacy also has indirect influence on the entrepreneurship intention through entrepreneurship behavioral attitude, 3) entrepreneurship behavioral attitude has direct and strong influence toward entrepreneurship intention.

Abstrak

Tujuan penelitian ini adalah untuk mengetahui hubungan kecerdasan emosional, efikasi diri berwirausaha, sikap pada perilaku usaha dengan niat berwirausaha pada siswa SMK. Teknik analisis data menggunakan SEM Smart PLS. Hasil penelitian hubungan kausalitas peran kecerdasan emosional dan efikasi diri berwirausaha dalam sikap pada perilaku usaha terhadap niat berwirausaha siswa SMK di Kabupten Mojokerto sebagai berikut : 1) Kecerdasan emosional secara empiris terbukti tidak berpengaruh langsung terhadap niat berwirausaha, namun kecerdasan emosional berpengarauh langsung dan kuat terhadap sikap pada perilaku usaha, 2) Efikasi diri berwirausaha berpengaruh langsung dan kuat terhadap sikap pada perilaku usaha dan niat berwirausaha, serta efikasi diri berwirausaha juga berpengaruh tidak langsung terhadap niat berwirausaha melalui sikap pada perilaku usaha, 3) Sikap pada perilaku usaha berpengaruh langsung dan kuat terhadap niat berwirausaha.

How to Cite:

Wardana, L. W., Purnama, C., Anam, S., & Maula, F. I. (2020). Attitude Determinant in Entrepreneurship Behavior of Vocational Students' Entrepreneurship Intention. *Jurnal Pendidikan Ekonomi & Bisnis*, 8(1), 1-13. https://doi.org/10.21009/JPEB.008.1.1

INTRODUCTION

Due to the ever-increasing competition for works, Indonesian youths, especially those who study in vocational school (henceforth will be referred to as SMK), should be able to create productive works through entrepreneurship. Limited jobs that are currently available have increased the number of unemployment. The increasing unemployment has worsened the condition of this country. This problem needs an immediate solution. Unemployment, it can be solved through entrepreneurship, and to become entrepreneurs is one of the alternatives to solve this problem. Entrepreneurship is one of the ways to improve the progress of a nation (Safitri et al., 2014).

Furthermore, the job world is shifting. Small companies often become the primary source of jobs; thus, changes the job pattern (Kuratko & Hodgetts, 2004). This shift has boost demand for entrepreneurship education. SMK graduates enter the job world, where the majority of new jobs are created by small and medium enterprises. Restructuring and downsizing of companies are an additional force to increase the birth of new business startups (Lord, 1999). SMK students may need to plan to become entrepreneurs as alternative carriers in the changing job market. This development creates entrepreneurship opportunity which demands creative and competent entrepreneurs.

Before one is deciding to exploit an opportunity further, that person will develop a psychological intention to determine whether or not to exploit that opportunity is an appropriate and wanted choice. Therefore, entrepreneurship intention is considered as an essential construct as intended to create his or her own business generally an essential step in a process to become an entrepreneur, and that intention is a strong determinant for planned behavior (i.e., Bird, 1988; Krueger, Reilly, & Carsrud, 2000; Zhao, Seibert, & Lumpkin, 2010).

Report on the Indonesian economy released by Statistics Indonesia (Statistical Bureau of Indonesia or BPS) (2016) stated that the number of Indonesian workforces is increasing during 2012-2015. The number of Indonesian workforces was 110.8 million in 2012 and increased to 122.4 million people in 2015. This increase shows that the growth rate of the workforce reaches 0.70 percent each year. On top of that, up to February 2016, the number of workforces increased to 127.67 million people. The number of open unemployment (TPT) in Indonesia in August 2016 was 5.5% or 7.02 million people, where 3.07 million of them are high school (SMA) and SMK graduates. The comparison of SMA and SMK graduates in Indonesia is 51:49; it means that the number of open unemployment for SMA graduates is 1.56 million, whereas the number of open unemployment for SMK graduates is 1.51 million. This figure shows that unemployment in Indonesia is still high.

The fact shows that only a small portion of SMK graduates that pursue higher education and quite a large proportion of them are still jobless. On the other hand, they are expected to be able to create new jobs from the skill that they have been trained on and work independently as entrepreneurs. The lack of interest to work as entrepreneurs on SMK students may due to their doubts and fear of failure; hence, they are not ready to face the challenges of becoming entrepreneurs. Therefore, only those who dare to take risks and have sufficient courage to face the challenges which have high intention to become entrepreneurs.

Several factors influence the establishment of attitudes such as personal experience, culture, other influential figures, and an emotional factor of an individual (Azwar, 2007). Creating new entrepreneurs needs high emotional intelligence and entrepreneurship self-efficacy. Emotional intelligence is crucial for an entrepreneur. This is due to the constant interaction of an entrepreneur with others. Emotion should be well managed and controlled for the success of the business. If an entrepreneur cannot control his/her emotions, and it is directed to negative things, then, it may bring an unwanted result for the business (Huda, 2006). Whereas, entrepreneurship self-efficacy will bring a maximum result when a student is confident of himself/herself to be successful as an entrepreneur. However, it is a common knowledge that not all students have high entrepreneurship self-efficacy Students often fear the risk of failure that will not be manageable. Entrepreneurship self-efficacy can be a barometer of one's intention toward something that she/he believes in. Starting up a new business would need one's faith in his/her ability to develop his or her business. When one has no self-efficacy, it is unlikely for that person to have the right attitude in business. Entrepreneurship attitude should be available even before a student decided to become an

2

entrepreneur. Further, it will make them commit to their decision. This attitude also helps students in their further activities.

Human actions are always supported by certain factors to achieve specific objectives. There is no human activity that has no purpose. This is also applied for entrepreneurship, where human needs motivation to act. Wiratno (1996) proposed that an entrepreneur is brave enough and is a leading figure in business, in other words, an entrepreneur is a person who is willing to take risks, creative, and can become an excellent example in business, a person who works to the best of his/her ability. Entrepreneurship is a process to create something of better value by using the time and creativity, taking the financial, psychological and social risks that come with it, and accept the monetary reward and personal satisfaction for those efforts.

Morris (2006) defines entrepreneurship as a process to create value through a combination of unique resources and taking the available opportunities. He further describes it as a different way of thinking and way of action. From this perspective, entrepreneurship is a planned behavior. Entrepreneurship can be conceptualized as a process where an individual shows innovative, proactive, and risk-taking characters in making strategic decisions (Morris, 1998; Weerawardena, 2003). This process needs to be developed for SMK students to prepare them for the ever-changing job market and technology.

Wibowo (2016) writes that a theory that can use in understanding the process of how intention is shaped. The process of intention manifestation into activity is called the Theory of Planned Behavior (TPB). Three factors influence TPB which describes the emergence of intended behavior: first, subjective assessment of an individual toward an attitude (personal attitude); second, subjective assessment of an individual toward social pressure to do or not to do a behavior (social norms), and; third, perception toward difficulty level to execute an activity (perceived behavioral control).

The intention has practical and theoretical implication to determine the success of entrepreneurship to initiate purposeful activity needs quality and original ideas. Business people tend to have an optimistic attitude, intention to take risks, leadership, energetic in their efforts to achieve objectives, and make it their responsibility to achieve success (Kuratko & Hodgetts, 2004; McClelland, 1961), which direct to entrepreneurship activities (Lumpkin & Dess, 1996). SMK students have similar characteristics and potential as they are drawn to have entrepreneurship as a carrier. The essential quality may be different than to prepare those who will work in an organization or companies. Success heavily relies on how individual processes information (Krueger, 2000). Students need to show several levels of planned intention toward their chosen carrier paths. Identification of their suitability with entrepreneurship may enable them to formulate coherence and strategic intention to explore and guide them through stages planed in the future. Intention lies in the entrance of strategic planning and competency (Krueger & Brazeal, 1994). Before acting on the selected carrier as entrepreneurs, students need to see and reflect on opportunities that are open to them. One's ability to understand alternative entrepreneurship can increase their chance of identifying a satisfying carrier path.

A businessman or entrepreneur has to have emotional intelligence in achieving its objectives. Emotional intelligence according to Daniel Goleman is a plus ability of a person in motivating himself/herself, endurance in facing failure, managing emotion, and postponing satisfaction as well as managing the state of mind (Goleman, 1996) whereas, Ayman Sawaf (2002) stated that emotional intelligence is an ability to feel, understand, and effectively implement emotional power and sensitivity as a source of energy, information, connection, and humanly influence. Emotional intelligence demands its owner to learn to acknowledge, respect his/her feeling and others and responds appropriately toward those feelings and effectively implement that positive energy in their daily lives.

Human acts based on the stimulus from its environment, including their self-efficacy that they are able or unable to do something. This belief will bring changes to the environment after the human acts. King, Laura A (2010) wrote that "self-efficacy is an individual's belief that he or she can manage a situation and produce a positive outcome from it. The influence of the existence of self-efficacy will make a person have healthful habits. According to Alwisol (2008), "self-efficacy is an individual perception of himself/herself on how good she/he can function in a certain situation.

3

Self-efficacy is related to the belief that he/she can perform expected actions". Self-efficacy depends on each person; it can be beliefs that she/he can do positive or negative things. Self-efficacy is different from a dream. The dream is something that should achieve, while self-efficacy is the self-judgment of self-ability.

According to Feist, Jess & Feist, Gregory J (2011), self-efficacy is one's belief in his/her ability to control his/her functions in the environment. Having self-efficacy is essential for every human being. Self-efficacy encourages someone to understand the situation that they are currently facing, also, to be able to describe why she or he fails or succeed in something.

The dimension of social learning theory shows that an individual relies on their physiological desire to determine their perception of their self-efficacy. Self-care of an individual is not influenced by the desire for an enemy. For risk-takers, they generally confident that they can handle the role and accomplish tasks needed to become successful entrepreneurs. They also feel comfortable in overcoming risky situations and interpreting a similar situation with lower risks than others (Zhao et al., 2005).

Establishing the attitude and mental of an entrepreneur is crucial, considering the entrepreneurship attitude is a substantive foundation and evaluative response toward entrepreneurship aspects, especially toward business-oriented activities. Those who have entrepreneurship attitude have several strong characteristics such as, strong willingness to achieve the target and fulfill life needs, have strong faith and self-efficacy, honest and responsible, have physical and mental resilience, persistent and diligent in work, have creative and constructive thoughts, future-oriented, and willing to take the risk. According to Suharyadi (2007) that one's entrepreneurship attitude can be observed from their daily activities, where they are: discipline, have a high commitment, honest, creative, innovative, and independent.

The innovation of this study is that it develops a model for entrepreneurship intention by using several individual characteristics that have not been fully explored yet vital in entrepreneurship literature, such as emotional intelligence, self-efficacy, and entrepreneurship behavioral attitude. The theory of emotion, such as emotional intelligence and emotional work, has been explored by several researchers (such as Burch, Batchelor, & Humphrey 2013; Nicolaou et al., 2008; White, Thornhill, & Hampson, 2006). However, there is a lack of empirical results on their initial findings toward this construct, especially related to predicting entrepreneurship intention. Further, the role of the biological factor in shaping the individual intention to become entrepreneurship is still currently unknown. Biology factor plays an essential role in determining the psychological differences among individuals, which in turn, will have an impact on the decision and one's intention to become an entrepreneur (Nicolaou et al., 2008; White, Thornhill, & Hampson, 2006). This study is expected to fill this gap by analyzing the antecedent from the entrepreneurship intention based on individual characteristics.

METHOD

The approach used in this study was quantitative because the data are presented in numbers and statistically analyzed to provide answers toward specific research hypotheses. Further, the approach functions to predict that a variable can influence other variables. The quantitative approach is based on the rational empiric principle. This type of study is analytical research; it aims to describe the analyzed constructs and the correlation between those constructs with others.

The survey method was used in the program evaluation to investigate, collect, and describe aspects being evaluated. The activities to investigate, collect, and describe data are useful to reveal events or situations from the accumulation of descriptive information. The survey method can be part of the descriptive method and is used in the evaluation process by collecting data from samples, e.g., instruments, questionnaires, and interviews. Hence, the result of data processing represents a relatively large population. Hypothesis test in this study is based on the quantitative data collected by distributing a questionnaire to students of public SMK schools in Mojokerto regency.

A population is a generalization of subjects with certain characteristics. The population in this study is all grade XI students of SMK schools in Mojokerto regency. The subject in this research is students of SMK in Mojokerto regency. The samples were taken using purposive sampling with certain criteria. The criteria in this study are grade XI students who took the entrepreneurship

department for the study program, such as torching technique, boutique clothing, culinary, travel business, and hair beauty. Based on these criteria, there are 169 students from 6 classes (2 classes of torching technique, and 1 class each for boutique clothing, culinary, travel business, and hair beauty study program).

The data analysis used in this study is Structural Equation modeling correlation in Smart PLS statistical program. The causality correlation among variables in this study is described as follow:
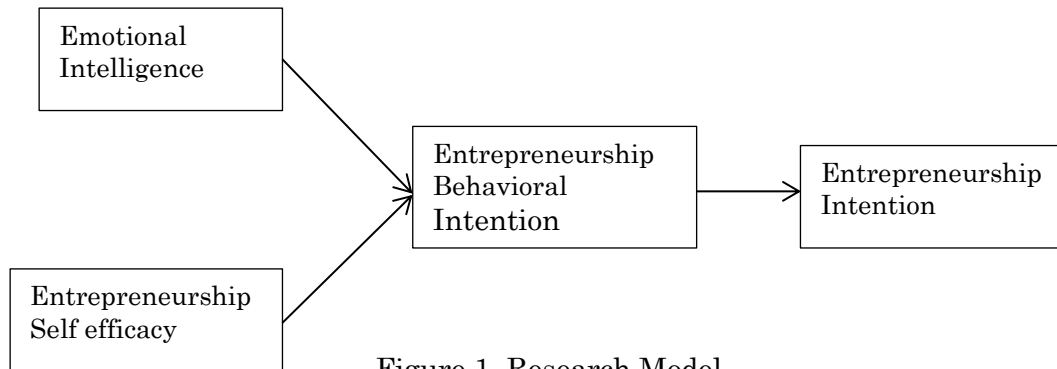

Figure 1. Research Model

In response to the formulated hypothesis, this study statistically analyzes data through SmartPLS (Partial Least Square) software from the measurement of the outer model, the inner model structure, and the hypothesis test. The PLS (Partial Least Square) uses the principle component analysis in its measurement. This refers to the extraction of variance to see the correlation with its latent construct in measuring the total variance, which consists of common variance, specific variance, and error variance. Ghozali (2011) argues that the outer model is often referred to as the outer relation or measurement model, which defines how each block of indicator correlates with the latent variable. The outer measurement model is used to assess the validity and reliability of a model. Convergent validity of the measurement model is observed from the correlation between the score of the indicator and the score of the variable. The indicator is considered valid when the AVE value is above 0.5 or shows the overall outer loading of the variable dimension of > 0.5. Thus, it can be concluded that the measurement meets its convergent criteria. Further, the reliability test is carried out by observing its Cronbach Alpha's value. An item is said to be reliable when the Cronbach Alpha's value is > 0.6 (Ghozali, 2011).

The structural model (inner model) is a model to predict the causality correlation among latent variables. Through the bootstrapping process, the parameter of the t-statistic test is obtained through the percentage of the variance that can be described by the R^2 and also by observing the fundamental path coefficient value (Ghozali, 2011). In response to the formulated hypothesis, this study statistically analyzes data through SmartPLS (Partial Least Square) software from the measurement of the outer model, the inner model structure, and the hypothesis test. The PLS (Partial Least Square) uses the principle component analysis in its measurement. This refers to the extraction of variance to see the correlation with its latent construct in measuring the total variance which consists of common variance, specific variance, and error variance. Ghozali (2011) argues that the outer model is often referred to as the outer relation or measurement model, which defines how each block of indicator correlates with the latent variable. The outer measurement model is used to assess the validity and reliability of a model. Convergent validity of the measurement model is observed from the correlation between the score of the indicator and the score of the variable. Indicator is considered valid when the AVE value is above 0.5 or shows overall outer loading of the variable dimension of > 0.5. Thus, it can be concluded that the measurement meets its convergent criteria. Further, the reliability test is carried out by observing its Cronbach Alpha's value. An item is said to be reliable when the Cronbach Alpha's value is > 0.6 (Ghozali, 2011).

The structural model (inner model) is a model to predict the causality correlation among latent variables. Through the bootstrapping process, the parameter of the t-statistic test is obtained through the percentage of the variance that can be described by the R^2 and also by observing the structural path coefficient value (Ghozali, 2011).

RESULTS AND DISCUSSION

This study used the partial least square (PLS) model for its statistical test. In general, the test consists of two things, testing the developed model and testing the value of causality relations. In a statistical test of this research, the PLS method is used. This method is used as it is considered as an appropriate model to test the developed model, the validity of the construct and the reliability of the tools. This PLS method is described in detail as follow:

Validity test

A validity test of the data in this study used PSL software with an outer model of convergent validity that can be seen from average variance extracted (AVE) from each construct where more than 0.5 value is considered to have good discriminant validity.

Table 1. Average Variance Extracted (AVE)

	AVE
Entrepreneurship behavioral intention	0,535
Emotional intelligence	0,553
Entrepreneurial self-efficacy	0,599

Table 1 describes the value of AVE from the emotional intelligence dimension, entrepreneurial self-efficacy, entrepreneurship behavioral attitude. It shows that each variable has an AVE value above 0.5. This means that each variable has a good validity of each indicator in the questionnaire used to find out the influence of emotional intelligence and entrepreneurial self-efficacy toward the entrepreneurship behavioral attitude and entrepreneurship intention and the influence of entrepreneurship behavioral attitude toward the entrepreneurship intention are stated as valid.

Reliability Test

The PLS software is also used to test the reliability of the instruments by using the composite reliability. An instrument is said to be reliable when it has the composite reliability of more than 0.7.

Table 2. Composite Reliability

	Composite Reliability
Entrepreneurship behavioral intention	0.920
Emotional intelligence	0.925
Entrepreneurial self-efficacy	0.931

Table 2 showed that each variable has a composite reliability of more than 0.7, which indicated that the internal consistency of independent variable (entrepreneurship behavioral attitude and entrepreneurship intention) and dependent variables (emotional intelligence and entrepreneurial self-efficacy) have good reliability.

Testing the Outer Model (Measurement Model)

There are three criteria in testing the outer model in PLS, one of them is through testing the convergent validity, whereas the other two criteria have been discussed above (Discriminant Validity in the square root of average variance extracted (AVE) and Composite Reliability). For convergent validity testing of a measurement model with indicator reflection is tested based on the correlation between item score/component score estimated using the PLS software. Individual reflective measurement is said to be high when the correlation of the tested variable is more than 0.7. However, according to Chin in Ghozali (2006), for initial stage development, the measurement scale of a loading value of 0.5 to 0.6 is considered sufficient.

Outer Model of independent variables

The data measurement from SmartPLS software where the value of outer loadings of variable indicators for emotional intelligence and entrepreneurial self-efficacy showed that there was no value below 0.5 and showed that overall; the correlation with variables had met the convergent validity. This was also shown in the t-statistical value of each indicator whose value is larger than t-count (1.96). The validity test for the independent variable concludes that emotional intelligence variable and entrepreneurial self-efficacy variable have met the discriminant validity.

Outer Model of Entrepreneurship behavioral attitude variable

The data analysis through Smart PLS software where the value of the outer loading of entrepreneurship behavioral attitude indicators revealed that there was no value below 0.5 and showed the value of the outer model or correlation with the overall variable had met the convergent validity. This is also shown in the value of t-statistic for entrepreneurship behavioral attitude indicators that showed the value that is larger than t-count (1.96), hence, it is concluded that the entrepreneurship behavioral attitude variable has met the discriminant validity standard.

Hypothesis Testing

The significance of measured parameters provides important information on the correlation of investigated variables. The hypothesis is tested based on the value of output results for inner weight. The following is an overall correlation of variables that stated the influence of emotional intelligence and entrepreneurial self-efficacy toward entrepreneurship behavioral intention and entrepreneurship intention; and entrepreneurship behavioral intention toward the entrepreneurship intention of SMK students in Mojokerto regency.
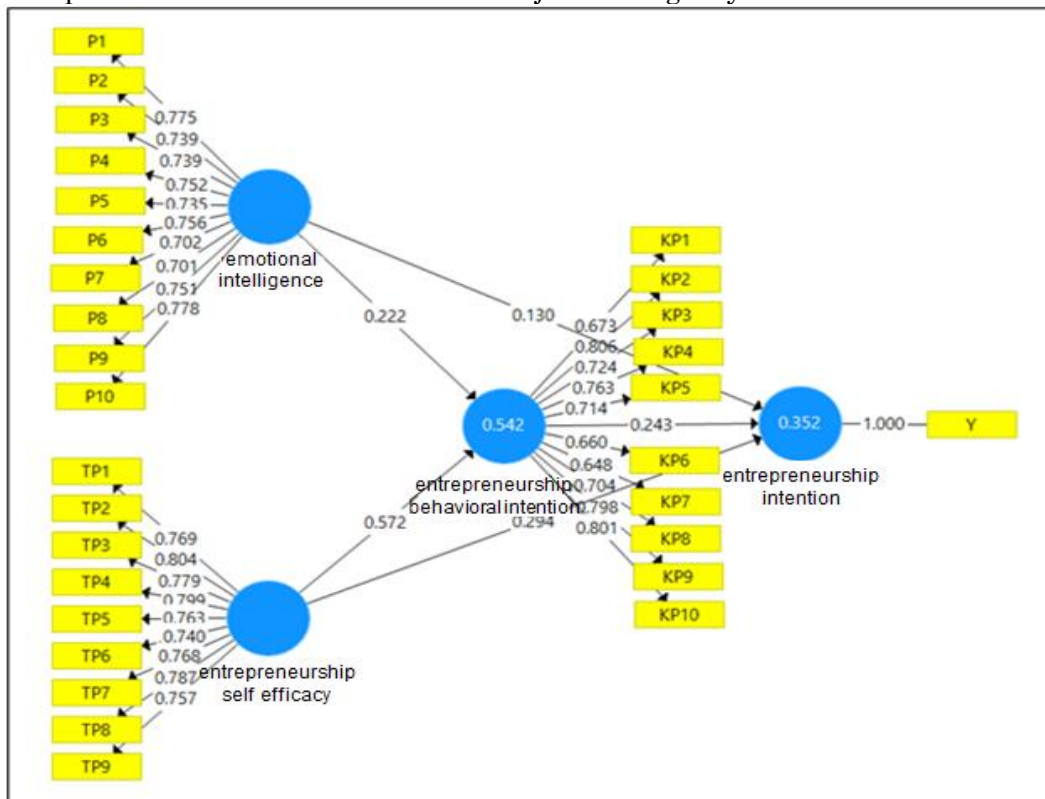

Figure 2. Full Model Structural Partial Least Square

The output of the estimated structural model is presented in the following table:

Table 3. Results for Inner Weights

	Original Sample (O)	Sample Mean (M)	Standard Error (STERR)	T Statistics (|O/STERR|)	P Values
emotional intelligence -> entrepreneurship behavioral intention	0,222	0,228	0,067	3,292	0,001
entrepreneurship self efficacy -> entrepreneurship behavioral intention	0,572	0,571	0,065	8,752	0,000
emotional intelligence -> entrepreneurship intention	0,130	0,129	0,085	1,537	0,125
entrepreneurship self efficacy -> entrepreneurship intention	0,294	0,288	0,126	2,326	0,020
entrepreneurship behavioral intention -> entrepreneurship intention	0,243	0,252	0,112	2,171	0,030

In PLS calculation or statistical estimation of each correlation hypothesized in the study is conducted through simulation through a bootstrap method in each sample. This bootstrap testing is also intended to minimize the abnormality of the research data. The result of the bootstrapping test from PLS analysis is presented as follow: *First,* the Influence of emotional intelligence has a direct and positive correlation with entrepreneurship behavioral attitude. The first hypothesis testing showed that the correlation of emotional intelligence variable with entrepreneurship behavioral attitude showed the path coefficient value of 0.222 with the t-count value of 3.292. This value is larger than the t-table (1.96) and the p-value of 0.001 which was smaller than 5% (P<0.05). This means that emotional intelligence has a positive and significant correlation with entrepreneurship behavioral attitude which agrees with the first hypothesis where it was stated that emotional intelligence influences entrepreneurship behavioral attitude. This means that the hypothesis is accepted.

Second, the influence of entrepreneurial self-efficacy has a direct and positive correlation with entrepreneurship behavioral attitude. The testing on the second hypothesis showed that the correlation between entrepreneurial self-efficacy showed the path coefficient value of 0.572 with the t-count value of 8.752. This value is larger than the t-table value (1.960) and the P-value of 0.000 which was smaller than 5% (P<0.05). This means that entrepreneurial self-efficacy has a positive and significant correlation with entrepreneurship behavioral attitude, which backs up the second hypothesis, where it was stated that entrepreneurial self-efficacy influences entrepreneurship behavioral attitude. This means that the second hypothesis is accepted.

Third, emotional intelligence has a direct and positive correlation with entrepreneurship intention. The result of the third hypothesis testing showed that the correlation between emotional intelligence variable and the entrepreneurship intention showed the path coefficient value of 0.130 with the t count value of 1.537. This value was smaller than the t-table value (1.960) and a p-value of 0.125 which was larger than 5% (P>0.05). This means that emotional intelligence has a positive but insignificant influence toward entrepreneurship intention, which disagrees with the third hypothesis, where it was stated that emotional intelligence influences entrepreneurship intention. This means that the hypothesis is rejected.

Fourth, the entrepreneurial self-efficacy has a direct and positive correlation with entrepreneurship intention. The result of the fourth hypothesis testing showed that the correlation between entrepreneurial self-efficacy variable and entrepreneurship intention showed the path coefficient value of 0.294 with the t count value of 2.326. This value was larger than the t-table value (1.960) and the p-value of 0.020 which was smaller than 5% (P<0.05). This means that

entrepreneurial self-efficacy has a positive and significant correlation toward entrepreneurship intention which backs up the fourth hypothesis where it was stated that entrepreneurial self-efficacy influences entrepreneurship intention. This means that the hypothesis is accepted.

Fifth, the entrepreneurship behavioral intention has a direct and positive influence toward entrepreneurship intention. The result of the first hypothesis showed that there is a correlation between entrepreneurship behavioral attitude with the entrepreneurship intention which showed the path coefficient value of 0.243 with t count value of 2.171. This value is larger than the t table (1.960) and a p-value of 0.030 which was smaller than 5% (P<0.05). This means that entrepreneurship behavioral attitude has a positive and significant correlation with entrepreneurship intention which agrees with the fourth hypothesis where it was stated that entrepreneurship behavioral attitude influences entrepreneurship intention. This means that the hypothesis is accepted.

R Square

This present study is aimed at testing the empirical model that describes the correlation between emotional intelligence, entrepreneurial self-efficacy toward entrepreneurship behavioral attitude and entrepreneurship intention. Based on the criteria of the strength of the model or R-square, the proposed model was able to describe the correlation of the variables properly. The structural model in PLS is evaluated using the R-square for dependent variables. This R-square value is used to determine the level of independent variable variation toward the dependent variable. The higher the R-square value, the better the prediction of the model in the research. The result of R-square calculation through Smart PLS software is presented in the table below:

Table 8. R-Square

	R square
Entrepreneurship behavioral attitude	0.352
Entrepreneurship intention	0.542

The extent of the influence of each variable toward the other variable can be seen from the R-square which derived from the goodness fit model test which tested the structural model (the inner model). The influence of emotional intelligence and entrepreneurial self-efficacy toward the entrepreneurship behavioral attitude has an R-square value of 0.338. This can be interpreted that the variability of the entrepreneurship behavioral attitude was 35.2% and the rest 64.8% is described by another variable outside this research. Whereas the influence of emotional intelligence, entrepreneurial self-efficacy, and entrepreneurship behavioral attitude toward entrepreneurship intention has the R-square value of 0.542. This means that the variability of the entrepreneurship intention was 54.2% and the rest 45.8% is described by another variable outside this research.

DISCUSSION

The study conducted by Burch et al. (2013) created a model of effective entrepreneurship to integrate emotional theory with entrepreneurship. The correlation between both becomes a large potential for further study on the emotional approach in entrepreneurship. The study conducted by Baum and Bird (2010) produced a correlation between intelligence entrepreneurship. Carmeli (2003) showed that emotional intelligence individuals could consistently experience a positive feeling, whereas those with low emotional intelligence tend to experience angry emotions, depression, and disappointments. Tram and O'hara (2006) described that one's emotional intelligence made a person has the skill and aptitude to evaluate and control their own emotion. Also, a person with high emotional intelligence can understand the root of stress from the beginning, and construct a plan to overcome negative things. A different situation happens to those with low emotional intelligence. A similar result is also found by Kafetsios and Zampetakis (2008) was the result of their study revealed that emotional intelligence largely helps a person to manage stress and negative emotion. These findings showed that individual with high emotional intelligence tends to be readier to become an entrepreneur in their career. Hence, they constantly see the environment as an opportunity to be utilized.

The findings in this study showed that individual with high emotional intelligence tends to select entrepreneurship in their carrier orientation. Hence, they constantly scan the environment for opportunities and make use of those opportunities. Therefore, emotional intelligence is described as an entrepreneurship disposition (Fuller Jr. & Marler, 2009). Individuals with high emotional intelligence tend to feel more competent in pursuing entrepreneurship carrier opportunities (Fuller Jr. & Marler, 2009). This is supported by the fact that entrepreneurship carrier needs a process to identify and exploit its opportunity (Shane & Venkataraman, 2000).

The Consortium for Entrepreneurship Education (2004) insisted that entrepreneurship education can positively influence students even after their formal education time in school is over in various ways. Entrepreneurship education in school encompasses changes in attitude toward intention and carrier. Entrepreneurship education also potential to motivate students, establish awareness to be creative, and skilled in starting up a business. The sustainable process to increase student-self efficacy can influence their life quality in many ways, including in decision-making regarding resources, business decision, business role, leader's role among the community, and maximizing the expected result. Several studies on the correlation between willingness felt, suitability felt, intention to act, and intention (Shapero, 1982), showed that there is a gap of literature on theory based on knowledge of entrepreneurship intention, behavior, and attitude toward entrepreneurship, and intention. This present study discusses this gap of theoretical intention within the context of students in their initial stage of education. This is a stage where students can be expected to make a critical decision on a study program intended to lead them to their intended profession.

Based on theory, the emotionally intelligent individual has more suitability to become entrepreneurs and is more possible for a person to become an entrepreneur as he/she can eliminate hatred feeling, conflict and stress as well as swiftly changes negative feelings and manage their emotion during the process of starting up a new business. Also, emotionally smart individual influences the establishment of positive attitude (Kong & Zhao, 2013), and interprets things in positive ways to identify opportunities and becomes optimistic on the prospect of business (Baron, 2008). According to an emotional intelligence model developed by Mayer et al. (2003), emotional intelligence refers to one's ability to feel, experience, and to use emotion in their thinking and ability to manage those emotions. An individual with a baseline of depth half-positive emotion on average can quickly come back to positive emotion after experiencing disturbing experience, whereas those with a baseline of depth half-negative emotion tend to experience more frequent negative emotional feelings (Humphrey, 2013). In general, it was agreed that individual with high emotional intelligence has to have a positive attitude to influence and be in half positive of the basic emotional (Kong & Zhao, 2013). Carmeli (2003) showed that emotionally smart individuals could consistently experience positive feelings, whereas those with low emotional intelligence often experience depression, hurt, and anger.

Various model of intention has been developed to try to describe the nature of the process that underlies the intended behaviors. The study showed that the background experience of individuals influences attitude, which in turn influences intention that directs the action or behavior (Shapero, 1982). The result of this study supports the result seen in Poon, Briscoe, Abdul-ghani, & Jones, (2015) who investigates the correlation between self-efficacy and entrepreneurship intention. This study provides evidence that individual formulates their intention to become entrepreneurs which influenced by high self-efficacy perception.

Self-efficacy is a special task to be developed and broaden in the entrepreneurship field (Chen et al., 1998). Entrepreneurial self-efficacy is a strength-based on one's belief in himself/herself that he or she can do the roles and tasks of an entrepreneur. This is an important describing variable to shape the entrepreneurship intention and possibly entrepreneurship actions (Boyd & Vozikis, 1994). Entrepreneurship environment that full of opportunities for students with entrepreneurial self-efficacy, as well as full of risks and costs for those with low entrepreneurial self-efficacy. When facing the risky, uncertain, and challenging situations, individuals with high entrepreneurial self-efficacy tend to feel more able to overcome them. Individuals with high entrepreneurial self-efficacy have a higher possibility to enter an entrepreneurship environment than those with lower entrepreneurial self-efficacy.

Student self-efficacy refers to a student's ability to imagine, think, and cooperate with others to start a change process to create a proper business (Kuratko & Hodgetts, 2004). Students who dream to be entrepreneurs consider themselves to have a dynamic ability to carry on a vision and start an appropriate business project. This positive perception of the ability to facilitate innovation and interpret it into business activities can influence entrepreneurship intention (Kuratko & Hodgetts, 2004). Successful entrepreneurs take the initiative and have the high commitment, and productive in trying new things (Duke, 1996). Students with high self-efficacy consider themselves to have the ability to innovate and reach their objectives through their efforts based on positive entrepreneurship intention.

The findings in this study can be used by teachers to use this entrepreneurship intention model for vocational students to develop learning activities that targeted the students' behavior and establish their attitude and intention. Teachers can implement this intention model for strategic curriculum decision making such as learning strategy to increase appropriateness perception and willingness to start a business that related to the students' interest. The mission of vocational education to increase the quality of life of the individual and their family rely on the economic development and community development. Vocational education programs to increase appropriateness, willingness, intention felt by the students can also increase the entrepreneurship business formation among the community.

One of the assumptions underlying this study is that intention is the center of students' need regarding the study program and their carrier path. The model on entrepreneurship intention can increase understanding of the entrepreneurship process such as innovation, recognizing opportunity, risk-taking, and being proactive (Morris, 1998). Students' understanding of the entrepreneurship process in the initial stage of vocational high school is crucial for them to make informed carrier choice decisions. A study that supports this showed that becoming an entrepreneur is an intended and purposeful behavioral process (Krueger et al., 2000)

CONCLUSIONS AND SUGGESTION

To increase interest to become entrepreneurs for vocational students can be done through the establishment of entrepreneurship behavioral attitude. Also, students' behavioral intention can be influenced by emotional intelligence and entrepreneurial self-efficacy. This present study empirically showed that entrepreneurial self-efficacy influences entrepreneurship behavioral attitude, however, emotional intelligence does not have a direct influence on entrepreneurship behavioral attitude.

It is recommended for the stakeholder of education, especially SMK education to conduct the evaluation, selection, and orientation of students into a study program, carrier program, curriculum development, and learning strategy. An empirical study on the profile of students in this research may be beneficial for students who consider themselves to become entrepreneurs.

REFERENCES

Alwisol. (2008). *Psikologi Kepribadian/Personality psychology*. Malang: UMM Press.

Ayman Sawaf dan Cooper, Robert. 2002. *Executive EQ, translated by* Widodo. Jakarta: PT Gramedia *Pustaka* Utama.

Azwar, Saifuddin. (2007). *Sikap Manusia, Teori dan Pengukurannya/human attitude, theory, and its measurement*. Yogyakarta: Pustaka Pelajar.

Badan Pusat Statistik (2016). *Laporan Perekonomian Indonesia.* ISSN 1858-0963. Jakarta : CV. Nario Sari.

Baron, R. A. (2008). The role of effect in the entrepreneurial process. *Academy of Management Review, 33(2)*, 328–340.

Baum, J. R., & Bird, B. J. (2010). The successful intelligence of high-growth entrepreneurs: Links to new venture growth. *Organization Science*, 21(2), 397-412.

Bird, B. (1988). Implementing entrepreneurial ideas: The case of intentions. *Academy of Management Review,* 13(3), 442-453.

Boyd, N.G., & Vozikis, G.S. (1994). The influence of self-efficacy on the development of entrepreneurial intentions and actions. *Entrepreneurship: Theory and Practice*, 18(4), 63-77.

Burch, G. F., Batchelor, J. H., & Humphrey, R. H. (2013). Emotional labor for entrepreneurs: A natural and necessary extension. *Entrepreneurship Research Journal*, 3(3), 331-366.

Carmeli, A. (2003). The relationship between emotional intelligence and work attitudes, behavior and outcomes: An examination among senior managers. *Journal of Managerial Psychology*, 18(8), 788-813.

Chen, C. C., Greene, P. G., & Crick, A. (1998). Does entrepreneurial self-efficacy distinguish entrepreneurs from managers? *Journal of Business Venturing*, 13(4), 295-316.

Duke, C.R. (1996). Exploring student interest in entrepreneurship courses. *Journal of Marketing Education*, 18(3), 35-45.

Feist, Jess & Feist, Gregory J. (2011). *Teori Kepribadian.* (Alih Bahasa: Smita Prathiba Sjahputri). Jakarta: Salemba Empat.

Fuller Jr, B., & Marler, L. E. (2009). Change driven by nature: A meta-analytic review of the proactive personality literature. *Journal of Vocational Behavior*, 75(3), 329-345.

Ghozali, Imam, (2011). *Structural Equation Modeling Metode Alternatif Dengan Partial Least Square (PLS).* Edisi 3. Semarang: Badan Penerbit Universitas Diponegoro Semarang.

Goleman, Daniel. 1996. *Emotional Intelligence*. Jakarta: PT Gramedia PustakaUtama.

Humphrey, R. H. (2013a). The benefits of emotional intelligence and empathy to entrepreneurship. *Entrepreneurship Research Journal*, 3(3), 287-294.

Kafetsios, K., & Zampetakis, L. A. (2008). Emotional intelligence and job satisfaction: Testing the mediatory role of positive and negative affect at work. *Personality and Individual Differences*, 44(3), 712-722.

King, Laura A. 2010. *Psikologi Umum.* (translated: Brian Marwendys). Jakarta: Salemba Humanika.

Kong, F., & Zhao, J. (2013). Affective mediators of the relationship between trait emotional intelligence and life satisfaction in young adults. *Personality and Individual Differences*, 54(2), 197-201.

Krueger Jr., N. F., Reilly, M. D., & Carsrud, A. L. (2000). Competing models of entrepreneurial intentions. *Journal of Business Venturing*, 15(5-6), 411–432.

Krueger, N.F., & Brazeal, D.V. (1994). Entrepreneurial potential and potential entrepreneurs. *Entrepreneurship Theory and Practice*, 18(3), 91-103.

Lord, M. (1999). Attention, Aspiring Capitalists; B-school Students are Studying Entrepreneurship. US News Online. Available at *www.unnews.com.*

Lumpkin, G.T., & Dess, G.G. (1996). Clarifying the entrepreneurial orientation construct and

linking it to performance. *Academy of Management review*, 27(1), 135-172.

M.Darwis Huda. (2006). *Emosi/emotion*. Jakarta: Erlangga

Mayer, J. D., Salovey, P., Caruso, D., & Sitarenios, G. (2003). Measuring emotional intelligence with the MSCEIT V2.0. *Emotion,* 3(1), 97–105.

McClelland, D.C. (1961). *The achieving society*. VanNorstand: Princeton, NJ

Morris, M.H. (1998). *Entrepreneurial intensity sustainable advantages for individuals, organizations, and societies*. Westport, CT: Quorum.

Morris, M.H. (1998). *Entrepreneurial intensity sustainable advantages for individuals, organizations, and societies*. Westport, CT: Quorum.

Morris, M.H. (2006). Some thoughts on teaching issues in entrepreneurship. *A public lecture presented at Iowa State University* on January 27, 2006.

Nicolaou, N., Shane, S., Cherkas, L., Hunkin, J., & Spector, T. D. (2008). Is the tendency to engage in entrepreneurship genetic? *Journal Management Science*, 54(1), 167-179.

Poon, J. M. L., Briscoe, J. P., Abdul-ghani, R., & Jones, E. A. (2015). *Journal of Work and Organizational Psychology*, 31(3), 21–29.

Safitri, A.R., & Rustiana Ade. (2014). Pengaruh Pendidikan Kewirausahaan dan Kepribadian terhadap Minat Berwirausaha Siswa Jurusan Pemasaran. *Economic Education Analysis Journal*, 3(3), 529–536.

Shane, S., & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. *Academy of Management Review*, 25(1), 217-226.

Shapero, A. (1982). Social dimensions of entrepreneurship. In C. A. Kent, D. L. Sexton, & K H.Vesper (Eds.), *The encyclopia of entrepreneurship* (pp. 72–90). Englewood Cliffs, NJ: Prentice-Hall.

Suharyadi. (2007). *Kewirausahaan Membangun Usaha Sukses Sejak Usia Muda/entrepreneurship, building successful business from young age*. Jakarta: Salemba Empat.

White, R. E., Thornhill, S., & Hampson, E. (2006). Entrepreneurs and evolutionary biology: The relationship between testosterone and new venture creation. *Journal Organizational Behavior and Human Decision Processes*, 100(1), 21-34.

Wibowo, Buddi (2016). Pemodelan Determinan Niat Berwirausaha Dan Efek Pengaruh Edukasi Kewirausahaan di Kalangan Mahasiswa. *MIX: Jurnal Ilmiah Manajemen*, Volume VI, No. 2, Juni 2016, 152-170.

Wiratmo, M. 1996. *Pengantar Kewiraswastaan/introduction to entrepreneruship*. Yogyakarta: BPFE, IKAPI.

Zhao, H., Seibert, S. E., & Hills, G. E. (2005). The mediating role of self-efficacy in the development of entrepreneurial intentions. *Journal of Applied Psychology*, 90(6), 1265-1272.