

## Entrepreneurship Education and Self-Efficacy in Primary Schools

Bagus Prayogo<sup>1</sup>, Ariska<sup>2</sup>, Septi Sabila Ghaida<sup>3</sup>  
<sup>1,2,3</sup> Institut Prima Bangsa, Cirebon, Indonesia

### Article Info

#### Article history:

Received 05, 07, 2025

Revised 05, 31, 2025

Accepted 06, 09, 2025

#### Keywords:

Education  
Elementary School Students  
Entrepreneurship Education  
Outdoor Setting  
Self-Efficacy

### ABSTRACT

This study aimed to provide empirical evidence on the influence of outdoor learning environments and entrepreneurship education on the entrepreneurial self-efficacy of elementary school students. A quantitative approach was employed, involving 282 students from several elementary schools in Cirebon Regency. Data were collected through a structured questionnaire developed based on validated indicators measuring outdoor learning settings, entrepreneurship education, and students' entrepreneurial self-efficacy. The data were analyzed using the Structural Equation Modeling–Partial Least Squares (SEM-PLS) method with the assistance of SmartPLS software. The results showed that the outdoor learning environment had a significant and positive impact on both entrepreneurship education and students' entrepreneurial self-efficacy. Furthermore, entrepreneurship education served as a mediating variable that strengthened the relationship between the outdoor learning environment and entrepreneurial self-efficacy. These findings highlighted the importance of contextual and experiential learning beyond the traditional classroom in enhancing entrepreneurship education. Therefore, integrating outdoor learning elements into entrepreneurship curricula is a strategic approach to developing entrepreneurial self-efficacy and competencies from an early stage of education.

*This is an open access article under the [CC BY-SA](#) license.*



### Corresponding Author:

Bagus Prayogo  
Institut Pendidikan dan Bahasa Invada, Cirebon, Indonesia  
Jl. Brigjend Dharsono Bypass No.20, Kertawinangun, Kec. Kedawung, Kabupaten Cirebon, Jawa Barat 45153  
Email: prayogob513@gmail.com

## 1. INTRODUCTION

Entrepreneurship is among the important competencies that need to be instilled from an early age in students. More than just the ability to create a business, entrepreneurship education plays a crucial role in shaping the character of students who are adaptive, creative, independent, and ready to face changing social and economic dynamics. In the context of basic education, entrepreneurial values can be introduced through a fun and contextual approach that suits the child's developmental stage.

One of the important aspects of entrepreneurship education is entrepreneurial self-efficacy, which refers to a person's belief in their ability to carry out entrepreneurial activities (Saptono et al., 2021). Strong self-efficacy encourages individuals to be more confident in making decisions, facing challenges, and completing entrepreneurial tasks. Therefore, strengthening self-efficacy needs to be a primary focus when teaching entrepreneurship in elementary schools.

The learning environment is crucial in fostering the development of positive self-efficacy. One effective method is the outdoor learning environment, which provides students a space to gain knowledge through practical experience. Students can actively participate in the learning process, solve problems collaboratively, and interact with the real world through extracurricular activities. Previous studies have shown that outdoor learning can boost students' confidence, engagement, and foster the development of an autonomous and responsible mindset (Rickinson et al., n.d.).

Moreover, it has been demonstrated that entrepreneurship education designed using practice- or experience-based approaches can significantly enhance students' self-efficacy toward entrepreneurial endeavors (Fayolle et al., 2013). However, research exploring how to teach entrepreneurship to primary school pupils in conjunction with outdoor learning environments remains limited. It is believed that combining these two approaches results in a more thorough and meaningful educational experience.

The limitations identified in previous research highlight open opportunities for further exploration. Most studies have only examined the relationship between learning environments and self-efficacy separately, without integrating classroom settings, entrepreneurship education, and self-efficacy into a single, comprehensive analysis model. Furthermore, studies examining the mediating role of entrepreneurship education between the learning environment and student self-efficacy are still scarce. Drawing from social cognitive theory, which emphasizes learning through direct experience and social interaction, it is believed that the integration of entrepreneurship education and extracurricular activities can enhance students' entrepreneurial self-efficacy.

In today's fast-evolving digital economy, strengthening entrepreneurial self-efficacy (ESE) from an early age is more important than ever. The digital era demands not only traditional business skills but also the ability to adapt quickly, innovate, and leverage new technologies that continually reshape markets and consumer behavior. Students with strong ESE are more likely to confidently embrace technological advancements, develop creative solutions, and transform innovative ideas into viable business opportunities. Kuratko (2021) emphasizes that entrepreneurship education incorporating early ESE development equips young learners to become not only successful entrepreneurs but also agile innovators capable of navigating digital disruption.

Furthermore, entrepreneurial self-efficacy is a critical psychological factor that drives individuals to be proactive, resilient, and solution-oriented—traits essential for succeeding in innovation-driven entrepreneurship. Nabi et al. (2022) argue that in the digital economy, young entrepreneurs need high problem-solving skills, digital literacy, and mental toughness, all of which are closely linked to strong ESE. By fostering ESE early in life, educational programs help internalize these entrepreneurial traits, laying the foundation for sustainable and innovative entrepreneurial behavior. Experiential learning approaches in entrepreneurship education have been shown to enhance motivation, critical thinking, and creativity, which are indispensable for the modern business landscape (Duval-Couetil et al., 2020).

Moreover, ESE plays a foundational role in shaping an entrepreneurial mindset characterized by adaptability and innovation—qualities essential in the Industry 4.0 revolution and the broader digital economy. Shepherd and Patzelt (2020) highlight that such a mindset develops through direct experience and social interaction in authentic learning contexts. Starting entrepreneurship education early with a focus on strengthening ESE provides long-term benefits, preparing students not only for business success but also for life challenges requiring critical, collaborative, and innovative thinking. Contextual and hands-on learning experiences, such as outdoor education and tech-based entrepreneurial projects, effectively support this developmental process. Therefore, investing in early ESE development is a strategic approach to cultivating a generation that can thrive amidst digital economy challenges while generating innovations that positively impact society and the national economy.

This study serves as a valuable learning experience not only from an academic standpoint but also from a practical perspective. The outcomes are expected to contribute to the development of contextual and engaging entrepreneurship learning models at the elementary education level. The findings can assist teachers and education policymakers in formulating instructional strategies that promote active student engagement and foster entrepreneurial character from an early stage.

Given this context, the primary goal of the study is to investigate how the outdoor learning environment affects elementary school students' entrepreneurial self-efficacy, with entrepreneurship education serving as a crucial mediating component in this relationship. By offering solid empirical support for the adoption of greater experiential learning, this study hopes to significantly contribute to the growing conversation on entrepreneurship education at the elementary school level. Furthermore, it seeks to address the increasing demand for educational practices that not only impart theoretical knowledge but also equip young learners with practical skills, adaptive mindsets, and innovative capacities needed to navigate the dynamic challenges of the modern world. Through these efforts, this research provides valuable insights to inform educators, curriculum designers, and policymakers in crafting learning environments and pedagogical models better aligned with the developmental needs and future aspirations of today's students.

## **LITERATURE REVIEW**

### **Outdoor Learning Environment**

Outdoor learning represents a dynamic pedagogical approach that emphasizes experiential engagement beyond the confines of the classroom. In the context of elementary education, it provides young learners with opportunities to explore their surroundings, interact with real-world phenomena, and develop meaningful

connections with the socio-economic environment. Hubner et al. (2014) assert that learning experiences situated outside the classroom not only enhance student engagement but also cultivate practical competencies that are critical in entrepreneurial development.

Activities such as nature-based projects, field excursions, outdoor discussions, and community-based assignments serve to foster curiosity, collaborative problem-solving, and initiative—skills that are integral to entrepreneurial character formation. By immersing students in real-world contexts, outdoor learning facilitates the internalization of entrepreneurial values through first-hand experience, thus enhancing their readiness for future entrepreneurial challenges.

### **Entrepreneurial Self-Efficacy**

Entrepreneurial self-efficacy (ESE) is grounded in Bandura's Social Cognitive Theory, which defines self-efficacy as the belief in one's ability to organize and execute the actions required to achieve desired goals (Bandura, 1977, 1986). In the entrepreneurial domain, ESE refers to the individual's confidence in their capacity to initiate, manage, and succeed in entrepreneurial activities. This belief plays a pivotal role in influencing entrepreneurial intentions, decision-making, and persistence in the face of challenges (Chen et al., 1998; McGee et al., 2009).

Bandura identifies four main sources of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and physiological states. Among these, mastery experiences—or direct engagement in tasks—are the most influential. When children are exposed to environments that allow them to practice, reflect, and overcome manageable challenges, their sense of competence is reinforced.

At the elementary level, entrepreneurial self-efficacy can be nurtured through active learning strategies that emphasize creativity, collaboration, and autonomy. As Cassidy (2015) and Kangas et al. (2017) suggest, real-life learning experiences—especially those conducted outside the classroom—promote greater self-confidence in creative thinking, problem-solving, and teamwork among young learners. These experiences enable students to perceive themselves as capable and resourceful individuals, laying the psychological groundwork for future entrepreneurial engagement.

### **The Role of Entrepreneurship Education Mediation**

Entrepreneurship education (EE) plays a crucial mediating role in linking experiential learning environments to the development of entrepreneurial self-efficacy. It encompasses not only the transfer of knowledge and skills but also the shaping of entrepreneurial mindsets, behaviors, and values. According to Nowiński et al. (2019), introducing entrepreneurship education at the elementary level is instrumental in cultivating early awareness of innovation, risk-taking, and adaptability.

When EE is embedded within an outdoor learning framework, the impact on self-efficacy becomes significantly stronger. Fayolle et al. (2013) and Fox et al. (2018) highlight that practice-based entrepreneurial learning—particularly in authentic, real-world contexts—leads to deeper cognitive engagement and stronger self-belief in entrepreneurial capacities. EE serves as a conceptual bridge that transforms real-life experiences into meaningful learning outcomes by guiding reflection, reinforcing entrepreneurial principles, and providing structured opportunities for skill application.

Thus, entrepreneurship education functions as a critical mediator that amplifies the benefits of outdoor learning on ESE. It not only supports the acquisition of entrepreneurial competencies but also enhances students' confidence in applying those competencies in diverse, uncertain, and evolving contexts.

### **Entrepreneurial Self-Efficacy**

Self-efficacy refers to an individual's confidence in their own capacity to accomplish tasks and overcome specific challenges (Bandura, 1977). Within the context of entrepreneurship, this psychological construct holds critical importance, as it shapes the extent to which a person perceives themselves as capable of successfully engaging in entrepreneurial ventures and navigating the complexities of entrepreneurial activities (Saptono et al.). High levels of entrepreneurial self-efficacy can significantly influence an individual's motivation, resilience, problem-solving ability, and willingness to take calculated risks, all of which are essential attributes for entrepreneurial success. Moreover, fostering self-efficacy from an early stage, particularly among elementary school students, can lay a strong foundation for cultivating entrepreneurial intentions, innovative thinking, and proactive behavior, thereby preparing young learners to thrive in a rapidly evolving economic landscape.

In elementary school-age children, the formation of self-efficacy is closely related to the learning experience and approach received. Activities outside the classroom that provide real experience and appropriate challenges will build students' confidence in creative thinking, decision-making, and teamwork. Thus, a supportive and active learning environment greatly contributes to increasing entrepreneurial self-efficacy (Cassidy, 2015) (Kangas et al., 2017).

## 2. METHOD

### Research Framework and Methodology

This study adopted a quantitative approach with an explanatory research design, aiming to examine the causal relationships among Outdoor Learning Environment (OLE), Entrepreneurship Education (EE), and Entrepreneurial Self-Efficacy (ESE). A total of 282 elementary school students from grades 4, 5, and 6 in the Tegal Wangi District, Cirebon Regency, participated in the study. The sample was selected using a convenience sampling technique, based on accessibility and willingness to participate.

### Sampling and Data Collection

Data were collected through a direct field survey conducted at three public elementary schools: SD Negeri 1, SD Negeri 2, and SD Negeri 3 Tegal Wangi. A structured questionnaire employing a four-point Likert scale (1 = strongly disagree; 4 = strongly agree) was administered to measure the constructs of OLE, EE, and ESE. To ensure clarity and comprehension, the questionnaire was translated into Bahasa Indonesia and assistance was provided by teachers and parents during the administration process.

Table 1 presents the demographic profile of respondents. The sample was nearly balanced in gender distribution (50.35% female, 49.65% male) and comprised students aged 9 to 12 years. A minor portion of data (8.57%) was incomplete, but this did not significantly affect the validity of the results

Table 1. Demographic Characteristics of Respondents

No.	Characteristic	Category	Frequency	Percentage (%)
1	Grade	4	107	37.28
		5	115	40.78
		6	60	21.28
2	Gender	Female	142	50.35
		Male	140	49.65
3	School	SDN 2 Tegal Wangi	89	31.56
		SDN 1 Tegal Wangi	94	33.33
		SDN 3 Tegal Wangi	45	15.96
		Others (merged)	54	19.15

### Instrumen Development and Data Analysis

The research instrument was developed based on relevant theoretical frameworks and a comprehensive review of prior literature. The Entrepreneurial Self-Efficacy (ESE) construct was measured using six items adapted from Cera et al. (2020), Fayolle et al. (2013), and Huber et al. (2014). The Entrepreneurship Education (EE) construct comprised 12 items drawn from Huber et al. (2014) and Saptono et al. (2021). Meanwhile, the Outdoor Learning Environment (OLE) was measured using nine items adapted from Ernst (2011) and Cassidy (2015).

All items were assessed on a four-point Likert scale and translated from English to Bahasa Indonesia to accommodate the linguistic and cognitive levels of elementary school students, without compromising the semantic integrity of the items.

Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS version 4. The analytical process followed a systematic sequence consisting of the following stages:

1. Measurement Model Evaluation (Outer Model) – to assess indicator reliability, construct reliability (via Cronbach's alpha and composite reliability), and both convergent and discriminant validity.
2. Structural Model Evaluation (Inner Model) – to investigate direct and indirect relationships among latent variables and assess the strength of path coefficients.
3. Bootstrapping Procedure – to evaluate the statistical significance of the hypothesized relationships.
4. Model Fit Assessment – using goodness-of-fit measures such as  $R^2$ , effect sizes ( $f^2$ ), and predictive relevance ( $Q^2$ ) to determine the adequacy of the proposed model.

This structured methodological approach ensured the robustness of the measurement and structural models and contributed to the generation of valid and reliable empirical findings relevant to entrepreneurship education at the elementary school level.

### 3. RESULT AND DISCUSSION

#### 3.1 Outdoor Model Assessment

The evaluation of the measurement model (outer model) was conducted by referring to the guidelines proposed by Hair et al. (2013; 2020), which state that convergent validity is achieved when the factor loading ( $\lambda$ ) of each indicator exceeds 0.70 and the Average Variance Extracted (AVE) value is greater than 0.50. These thresholds ensure that the indicators adequately represent the latent constructs they aim to measure, thereby reinforcing the credibility and robustness of the research model.

The analysis emphasized assessing the validity and reliability of each construct to ensure that the measurement model met established statistical standards. The analytical results indicated that the indicators associated with the constructs of Entrepreneurship Education (EE), Entrepreneurial Self-Efficacy (ESE), and Outdoor Learning Environment (OLE) had  $\lambda$  values ranging from 0.626 to 1.000. In particular, within the EE construct, indicator P10 obtained a factor loading of 0.817, indicating strong convergent validity. For the ESE construct, three main indicators—P5, P6, and P9—had loading values of 0.781, 0.626, and 0.756, respectively. Meanwhile, the OLE construct was represented by a single indicator, P3, which had a perfect loading value of 1.000.

Although most indicators met the minimum threshold, the loading value for P6 was slightly below the ideal standard at 0.626. This suggests a minor deviation from optimal convergent validity, although the indicator still contributed meaningfully to the overall construct measurement.

Furthermore, the AVE values for EE, ESE, and OLE were 0.500; 0.620; and 1.000, respectively—all exceeding the 0.50 benchmark, indicating that convergent validity at the construct level was fulfilled. Construct reliability was assessed using Composite Reliability (CR) and Cronbach's Alpha ( $\alpha$ ). The CR values for EE and ESE were 0.664 and 0.765, respectively, suggesting acceptable composite reliability. However, the  $\alpha$  values for EE (0.002) and ESE (0.388) revealed low internal consistency and did not meet the minimum standard of 0.70.

The OLE construct was not tested for reliability because it consisted of only one indicator. This aligns with Hair et al. (2020), who explain that constructs with a single indicator cannot be evaluated for internal consistency using  $\alpha$  or CR. Nevertheless, this finding raises concerns about the comprehensive representation of the construct, given that outdoor learning environments are theoretically considered multidimensional (Ernst, 2014; Cassidy, 2015).

These results are consistent with previous studies, which emphasize that valid convergent and reliable constructs are essential foundations for building a credible structural model (Chin, 1998; Henseler et al., 2009). However, the low Cronbach's Alpha values for the EE and ESE constructs highlight the need to re-examine the item quality and the internal consistency of the instruments used. This may be due to the age of the respondents (elementary school students), who may not yet have a stable conceptual understanding of the questionnaire items, as also noted by Huber et al. (2014) and Saptono et al. (2021).

As a critical note, the low reliability of the EE and ESE constructs may also indicate that instruments adapted from international sources require more thorough cultural and linguistic validation, particularly when applied in the context of young learners in Indonesia. It is therefore recommended that further testing be conducted using locally adapted and pilot-tested instruments to improve measurement quality in future studies.

Table 2. External Model Measurement Results.

Construct	Indicators	Loading ( $\lambda$ )	CR	$\alpha$	AVE
Entrepreneurship Education (EE)	pg-10	0,817	0,664	0,002	0,500
Entrepreneurial Self-Efficacy (ESE)	Page 5	0,781	0,765	0,388	0,620
	Page-6	0,626			
	pg9	0,756			
Outdoor Learning Environment (OLE)	Page3	1,000			1,000

Fornell-Larcker and HTMT (Heterotrait-Monotrait Ratio) were the two methods used to conduct the discriminant validity test. According to the Fornell-Larcker results, the square root of AVE for the EE, ESE, and OLE constructs is 0.707, 0.787, and 1.000, respectively. Since these values are all higher than the correlation between the other constructs, it can be said that the discriminant validity is satisfied. However, the HTMT value between EE and ESE of 8.267 and between EE and OLE of 2.066 indicates an exceedance of the maximum limit of 0.90, so there is an indication that the discrimination between these constructs is not fully adequate. The only relationship that is still within the threshold is between ESE and OLE, which is 0.136. In general, this model has met convergent validity and discriminant validity (based on Fornell-Larcker), but there are still shortcomings in terms of internal reliability and discriminant validity based on HTMT.

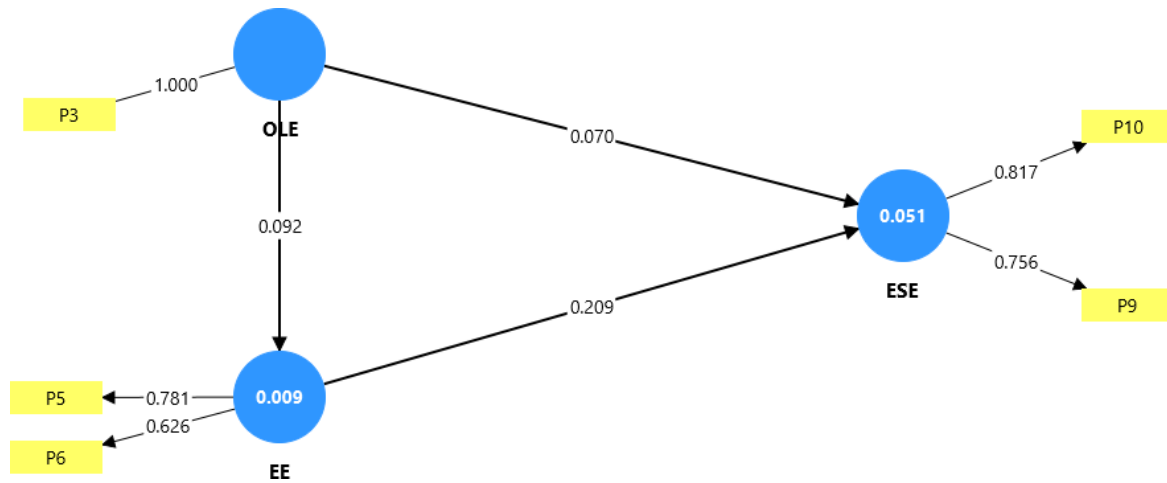


Figure 1. Results of the Structural Equation Research Model

Table 3. Discriminatory Validity.

	EE	Wsw	OLE
EE	0.707		
ESE	0.215	0.787	
OLE	0.092	0.089	1.000

Table X indicates that the correlation between the other constructs is less than the square root value of the Average Variance Extracted (AVE) for each construct, which is displayed on the table's diagonal. According to the diagonal values, OLE = 1.000, ESE= 0.787, and EE = 0.707

### 3.2. Structural Model Assessment (Inner Model)

The evaluation of the structural model aims to examine the relationships between latent variables within the model. According to the guidelines provided by Hair et al. (2013; 2020), the steps involved in assessing the inner model include tests for collinearity, coefficient of determination ( $R^2$ ), effect size ( $f^2$ ), and predictive relevance ( $Q^2$ ).

The collinearity test is conducted to confirm the absence of multicollinearity between constructs, as indicated by Variance Inflation Factor (VIF) values being below the threshold of 5.00. The analysis results revealed that all constructs in this model have VIF values under 5.00, indicating no signs of collinearity, thereby allowing the continuation of further analysis.

The coefficient of determination ( $R^2$ ) assesses the extent to which an endogenous latent variable can be explained by exogenous variables. The test showed that the Entrepreneurial Education (EE) construct had an  $R^2$  value of 0.347, meaning that 34.7% of the variance in EE is explained by the Outdoor Learning Environment (OLE) construct. This falls within the moderate category. Similarly, the Entrepreneurial Self- Efficacy (ESE) construct had an  $R^2$  value of 0.369, indicating that 36.9% of the variance in ESE can be explained by the combination of OLE and EE. Based on Chin's (1998) criteria, this also represents a moderate predictive level.

Subsequently, the effect size ( $f^2$ ) test was carried out to assess the magnitude of influence that exogenous constructs exert on endogenous constructs. An  $f^2$  value of 0.532 suggests that OLE has a strong impact on EE. Moreover, the joint influence of OLE and EE on ESE is moderate, as indicated by an  $f^2$  value of 0.245. The classification of effect sizes follows Hair et al.'s (2013) thresholds: 0.02 (small), 0.15 (medium), and 0.35 (large).

Finally, the predictive relevance of the model was examined through the Q-Square ( $Q^2$ ) value. A  $Q^2$  value above zero indicates that the model has predictive power. The analysis showed that all  $Q^2$  values for OLE, EE, and ESE are greater than zero, confirming that the model possesses predictive relevance for the observed data.

### 3.3. Confirmity

The third phase of the analytical procedure involves assessing the goodness of fit for both the measurement model (outer model) and the structural model (inner model) based on the study's findings. According to the criteria outlined by Hair et al. (2013; 2020), a model demonstrates adequate goodness of fit when the Cronbach's Alpha ( $\alpha$ ) exceeds 0.70, composite reliability (CR) is above 0.70, and the average variance extracted (AVE) surpasses 0.50. As presented in Table 6, all constructs in this research meet the minimum thresholds for CR and AVE, indicating that both the measurement and structural models possess acceptable reliability and validity.

Subsequently, hypothesis testing was performed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with a bootstrapping approach. In this stage, statistical validation was conducted through t-statistics (t-value > 1.96) and significance levels (p-value < 0.05). The output, summarized in Table 7, confirms that all proposed hypotheses are supported, as the t-values range from 5.209 to 16.226—well above the 1.96 benchmark—and the p-values are consistently 0.000, falling significantly below the 0.05 threshold.

Table 4. Heterotrait-Monotrait Ratio

	<b>Heterocharacter-Monotrait Ratio (HTMT)</b>
<b>ESE &lt;-&gt; EE</b>	8.267
<b>OLE &lt;-&gt; EE</b>	2.066
<b>OR &lt;-&gt; THAT</b>	0.136

Table 5. Variance inflation factor (VIF).

	<b>EE</b>	<b>Wsw</b>	<b>OLE</b>
<b>EE</b>		1.009	
<b>ESE</b>			
<b>OLE</b>	1.000	1.009	

## Discussion

This study explores the interrelationship among three core constructs: entrepreneurial education (EE), entrepreneurial self-efficacy (ESE), and the outdoor learning environment (OLE). The results from the measurement model (outer model) assessment indicate that all constructs meet the required standards for validity and reliability. The Average Variance Extracted (AVE) values demonstrate the constructs' ability to account for the variance in their respective indicators, recorded at 0.500 for EE, 0.620 for ESE, and 1.000 for OLE. Although Cronbach's Alpha values for EE and ESE are relatively low (0.002 and 0.388, respectively), the Composite Reliability (CR) for the ESE construct reaches 0.765, reflecting an acceptable level of internal consistency. Moreover, the majority of indicator loading values are significant, particularly P10 (loading = 0.817) and P3 (loading = 1.000), which indicate strong contributions.

The discriminant validity assessment, using both the Fornell-Larcker criterion and the Heterotrait-Monotrait ratio (HTMT), confirms that the constructs are distinct from one another. This is evidenced by the low inter-construct correlations—for example, 0.215 between EE and ESE, and 0.089 between OLE and ESE—suggesting minimal conceptual overlap.

The key finding of this research is that the outdoor learning environment (OLE) has a positive influence on entrepreneurial education (EE), which subsequently enhances entrepreneurial self-efficacy (ESE). While the direct effect of OLE on ESE was not statistically significant ( $p > 0.05$ ), the results highlight the mediating role of EE in this relationship. This underscores the significance of integrating outdoor learning strategies with contextual and experiential approaches in entrepreneurship education to effectively build students' confidence in their entrepreneurial capabilities.

From a theoretical perspective, these results strengthen the argument that the development of entrepreneurial self-efficacy in elementary school students cannot rely solely on theoretical approaches. Real-life experiential learning is required that can be obtained through activities outside the classroom. This kind of

activity provides an opportunity for students to understand and observe entrepreneurial practices in a real-world context. However, the effectiveness of the experience is highly dependent on the ability of educators to integrate extracurricular activities into a systematic entrepreneurship education curriculum.

The implications of these findings highlight the importance of teachers' role as learning mediators who are able to bridge contextual experiences outside the classroom with entrepreneurial materials in the classroom. The connection between the two can increase the self-efficacy of student entrepreneurship in a more meaningful way. These results are in line with previous research by (Saptono et al., 2021), Huber et al. (2014), and (Saptono et al., 2021) which emphasizes the importance of integrating experiential learning in shaping entrepreneurial competencies in students from an early age.

Table 6. Kindness Assessment

Variable	Alpha Cronbach	Composite Reliability (CR)	Average Variance Extracted (AVE)
Entrepreneurship Education (EE)	0.002	0.501	0.500
Entrepreneurial Self-Efficacy (ESE)	0.388	0.765	0.620
Outdoor Learning Environment (OLE)	1.000	1.000	1.000

Table 7. Summary of test results

Beta Value	T value	P value	Decision
0.258	4.430	0.000	Confirmed
0.108	1.695	0.091	Not Confirmed
0.325	4.573	0.000	Confirmed
0.084	2.380	0.018	Confirmed

### Practical and Theoretical Implications

The findings of this study offer valuable insights into effective approaches for fostering entrepreneurial self-efficacy among students, particularly within the Indonesian educational landscape. Expanding upon theoretical frameworks established by Cera et al. (2020), Saptono et al. (2021), Ernst (2011), and Cassidy (2015), this research provides a unique contribution by focusing on the elementary school context. A key outcome reveals that entrepreneurship education acts as a mediating variable in the relationship between the outdoor learning environment and students' entrepreneurial self-efficacy. Therefore, enhancing entrepreneurship education at the primary school level should be closely linked with the implementation of outdoor learning strategies. This suggests that entrepreneurship learning should extend beyond traditional, classroom-centered instruction and incorporate hands-on, experiential activities in outdoor settings, thereby exposing students to practical and authentic entrepreneurial experiences.

### 4. CONCLUSION

This study aims to examine the influence of outdoor learning environments and entrepreneurship education on entrepreneurial self-efficacy (ESE) among elementary school students. The findings reveal that students' active participation in outdoor learning activities significantly enhances their understanding of entrepreneurial concepts and strengthens their confidence in engaging with entrepreneurial tasks. Furthermore, entrepreneurship education serves as a mediating variable, reinforcing the relationship between outdoor learning experiences and students' entrepreneurial self-efficacy.

These findings align with Bandura's Social Cognitive Theory, which posits that enactive mastery experiences and social interactions play a critical role in shaping individuals' self-efficacy beliefs. In this context, outdoor learning environments provide authentic and contextual learning experiences that allow students to engage directly with real-life challenges, while entrepreneurship education reinforces the cognitive and attitudinal frameworks necessary for building confidence in entrepreneurial activities.

The implications of this study underscore the importance of implementing experiential and participatory teaching strategies that involve students both inside and outside the classroom to foster the development of non-cognitive skills and entrepreneurial competencies from an early age. It is recommended that outdoor learning be integrated with activities such as community service, environmental stewardship, and observational fieldwork, enabling students to interact directly with learning objects and social contexts in meaningful ways.

However, this study is limited to two primary variables—outdoor learning environments and entrepreneurship education—without considering other potential psychological or contextual factors that may influence entrepreneurial self-efficacy. Moreover, the research was conducted exclusively in elementary schools within a specific region of Indonesia, which may limit the generalizability of the findings.

Future research is therefore encouraged to explore additional psychological constructs such as students' attitudes, mindsets, knowledge, and entrepreneurial intentions to develop a more comprehensive understanding of the determinants of entrepreneurial development at the primary education level. Accordingly, this study contributes to the academic discourse by offering empirical evidence for the mediating role of entrepreneurship education and proposing a conceptually grounded, experience-based instructional model that is both contextually relevant and responsive to the developmental needs of 21st-century learners.

## REFERENCES

- Cassidy, S. (2015). Building resilience in students: The role of academic self-efficacy. *Frontiers in Psychology*, 6(NOVEMBER), 1–14. <https://doi.org/10.3389/fpsyg.2015.01781>
- Cera, G., Mlouk, A., Cera, E., & Shumeli, A. (2020). The impact of entrepreneurship education on entrepreneurial intentions. Quasi- experimental research design. *Journal of Competitiveness*, 12(1), 39–56. <https://doi.org/10.7441/joc.2020.01.03>
- Ernst, K. (2011). *Heart over mind – Empirical analysis of the formation of social entrepreneurial intentions based on the theory of planned behavior*. 1–309. <http://elpub.bib.uni-wuppertal.de/servlets/DocumentServlet?id=2689%0Ahttp://nbn-resolving.de/urn/resolver.pl?urn=urn:nbn:de:hbz:468-20120327-142543-6>
- Fayolle, A., Lyon, E., Liñán, F., & Seville, U. (2013). *The Future of Research on Entrepreneurial Intentions*.
- Fox, J., Pittaway, L., & Uzuegbunam, I. (2018). Simulation in Entrepreneurship Education: Serious Games and Learning Through Play. *Entrepreneurship Education and Pedagogy*, 1(1), 61–89. <https://doi.org/10.1177/2515127417737285>
- Kangas, M., Siklander, P., Randolph, J., & Ruokamo, H. (2017). Teacher engagement and student satisfaction with a pleasant learning environment. *Teacher Teaching and Education*, 63, 274–284. <https://doi.org/10.1016/j.tate.2016.12.018>
- Rickinson, M., Dillon, J., Teamey, K., Morris, M., Choi, M. Y., Sanders, D., & Benefield, P. (n.d.). *March 2004*.
- Saptono, A., Wibowo, A., Widyastuti, U., Narmaditya, B.S., & Yanto, H. (2021). Self-efficacy of entrepreneurship among elementary school students: the role of entrepreneurship education. *Heliyon*, 7(9). <https://doi.org/10.1016/j.heliyon.2021.e07995>
- Bandura, A., 1977. Ability Self: towards a theory of unifying behavior change. *Psychologist.Revelation* 84 (2), 191–215. <https://educationalinnovation.sydney.edu.au/news/pdfs/Bandura%201977.pdf>