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Impact of Green Entrepreneurial Orientation and Entrepreneurial Education on Green Entrepreneurial Intention Through Environmental Awareness



SINTA 2

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ABSTRACT

Indonesian Government has been planning the green economic strategy as an effort to prioritize the environmental sustainability. Green entrepreneurship aligns with this strategy by promoting environmentally-friendly business concept. This research aimed to reveal the effect of green entrepreneurial orientation and entrepreneurial education on green entrepreneurial intention in Jakarta, with environmental awareness as a mediator. Using descriptive quantitative approach, data was gathered through non-probability sampling method by using purposive-sampling technique from 269 young respondents in Jakarta through questionnaires. Data analysis was conducted by using SEM-PLS with the assistance of SmartPLS software version 4. The results show that entrepreneurial education has a significant effect on green entrepreneurial intention, but green entrepreneurial orientation does not significantly affect green entrepreneurial intention in Jakarta. Nevertheless, the effect of green entrepreneurial orientation on green entrepreneurial intention can be fully - mediated by environmental awareness.

Keywords: entrepreneurial education; environmental awareness; green economy; green entrepreneurial orientation; green entrepreneurial intention

INTRODUCTION

As a kind of action to face the problems caused by climate change on human beings' welfare, the Department of Economic and Social Affairs developed the "17 Sustainable Development Goals" (SDGs) with the targeted economic-aspect aimed at improving global economic and financial representation. Additionally, the department focuses on implementing business that prioritize the sustainability of human beings' environment and the planet, including enhancements of green economic values (United Nations, 2020). The concept of green economy constitutes the synergy among the components of economic and environment without ignoring the social problems. This idea has the potence to reduce the environmental problems that can affect human beings and social justice (Noviarita et al., 2023).

The survey conducted by Tyson et al. (2021) concluded that young generation has the biggest contribution to the success of SDGs target achievements especially related to the environment. Many young generations currently have already had the awareness on environmental problems by participating in the community or environmental activities.

Based on the pooling, it can be known that 36.2% of young generations chose the brands that care about the environment, 32.5% chose to recycle old clothes, 69.8% brought their own shopping bags to reduce plastic wastes, and 56.2% chose to shop environmentally-friendly products (Annur, 2022). Climate change, global warming, and other environmental problems have formed more individuals to choose green product (Haldar, 2019). These phenomena have directed some of the business models to green entrepreneurial. Currently, many companies start applying the norms of green entrepreneurial in their business sustainability to create positive effect on the economic and environment competition (Talić et al., 2020). Indonesia currently occupies the position as a country with the fourth-highest level of pollution in South-East Asia and also a country with the worst air quality in the world. This phenomenon has caused the Indonesian Government to take some steps to plan green economy as a strategy to recover.

Green entrepreneurial orientation is a growing phenomenon in business and academics. It aims to cultivate entrepreneurs committed to environmentally friendly business practices by developing eco-friendly product innovations for the better environmental sustainability (Chee & Nordin, 2019). Entrepreneurial education is crucial for maximizing environmental awareness, as environmental issues significantly threaten human well-being. The emergence of green entrepreneurship aims to realize a low-carbon economy, conserve resources, and support climate stability in the future (Nuringsih et al., 2023). Therefore, the research on green entrepreneurial is necessary to be conducted, because this is considered as a strategic movement to both preserve the environment and achieve economic benefits.

This study employs the Ability-Motivation-Opportunity (AMO) theory to understand the implementation of green entrepreneurial intentions. The theory highlights three key interacting factors: first, an individual's ability to develop innovative and sustainable environmentally-friendly ideas; second, a solid motivation to create a positive impact on the environment; and third, support from the market, government regulations, and access to networks and resources (Al-Tit, 2020).

In conducting green entrepreneurial, an individual needs self-motivation in forms of knowledge or educational support (Amankwah & Sesen, 2021). Green entrepreneurial intention does not only aim to generate profit, but also to uphold the responsibilities to surrounding environment. Thus, the experience and understanding on environmental issues and knowledge on green economy concept are needed to be green entrepreneur (Aurellia & Nuringsih, 2023). Education or knowledge transfer in forms of learning materials, workshop, or training can affect an individual's point of view, way of thinking, and self-confidence in performing green entrepreneurial (Alvarez-Risco et al., 2021). Through entrepreneurial education, an individual can understand and comprehend how to design a business that has green entrepreneurial strategy and practice.

Entrepreneurial orientation can also help an individual in understanding green entrepreneurship (Tze San et al., 2022). Entrepreneurial orientation helps an individual to be innovative, dare to take the risk, and proactive in adapting to consumer needs (Fransisca & Soelaiman, 2023). An entrepreneur with green entrepreneurial orientation will possess entrepreneurial attitude that pays attention to social effect through awareness and commitment to the environment (Majali et al., 2022). An individual with green entrepreneurial orientation tends to have stronger green entrepreneurial intention, because they do understand the concept, opportunities, and positive side of green entrepreneurial.

In envisioning the greenpreneurship, the environmental awareness is needed. Being aware of that, this research added the environmental awareness as a mediating variable.

Awareness toward the environment can encourage an individual to perform entrepreneurial activities which then creates a positive economic environment (del Brío González et al., 2022). Awareness toward the economic-environmental issue helps an individual identify business opportunities with environmentally-friendly solutions. The greater the environmental awareness is, the higher the individual’s intention will be in choosing green entrepreneurial (Genoveva & Tanardi, 2022).

This research aimed to reveal the effect of green entrepreneurial orientation and entrepreneurial education on green entrepreneurial intention among young person in Jakarta. Moreover, this research also aimed to analyze whether environmental awareness can mediate the effect of green entrepreneurial orientation on green entrepreneurial intention. The results of this research are expected to encourage people to take the business opportunities by utilizing creative and innovative thinking to face the economic and environmental challenges in the future through green entrepreneurial activities.

Based on the background that has been explained previously, the research model can be displayed in Figure 1 as follows.

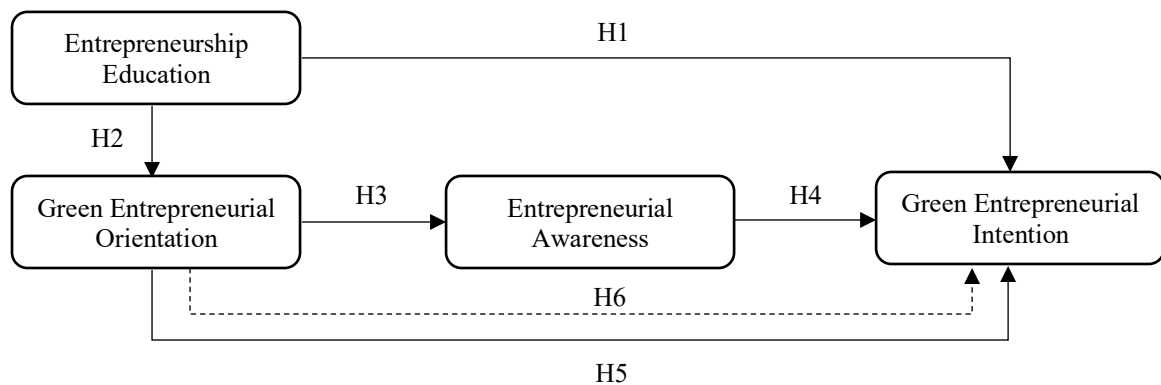


Figure 1. Research Model

Entrepreneurial education constitutes an individual’s basic knowledge in starting and running entrepreneurship, in which this knowledge can direct him/her to recognize further about the profitable situation and condition in making decisions and taking actions (Amankwah & Sesen, 2021). Understanding the concept of being an entrepreneur is not only about the action to gain profit, but also about the need to be responsible to social environment in building green entrepreneurial intention (Hameed et al., 2021). Educational support is needed to sharpen the skills, way of thinking, relationship, as well as to create opportunities (Santika et al., 2022). Educational support can increase an individual’s green entrepreneurial intention (Amankwah & Sesen, 2021). Entrepreneurship education can encourage individuals to commit to environmental quality, thereby contributing positively to green entrepreneurial intentions (Santika et al., 2022).

H₁: Entrepreneurial Education positively affects Green Entrepreneurial Intention.

Educational process leading to entrepreneurship enables an individual to recognize, analyze, and encourage creativity, to train how to seek an opportunity and to take advantage of it through proactive, innovative, and risk-taking behavior (Efrata et al., 2021). Through learning, the possessed science and knowledge can help an individual recognize green entrepreneurial orientation in better way.

Entrepreneurship education has a positive and significant influence in shaping an individual's green entrepreneurial orientation towards green entrepreneurship (Aurellia & Nuringsih, 2023).

H₂: Entrepreneurial Education positively affects Green Entrepreneurial Orientation.

The stimuli through green entrepreneurial orientation toward an individual or organization can help such individual to be more sensitive on environmental issues in making decision to run a business, thus can create entrepreneurial-performance environment, which finally can positively affect the environmental awareness (Tze San et al., 2022). The study by Habib et al., (2020) explains that green entrepreneurial orientation has a positive and significant influence on environmental awareness.

H₃: Green entrepreneurial Orientation positively affect Environmental Awareness.

The intention to perform green entrepreneurship constitutes one among the individual's organized-behavior in anticipating the opportunities and risks in the surroundings. There are three ways that affects green entrepreneurial intention of an individual, of which one of them is through the environmental awareness approach (Cai et al., 2022). Awareness and intention to address environmental issues within oneself positively influence developing green entrepreneurial intention. By embodying environmental concerns, individuals are motivated to create green entrepreneurship in the future (Genoveva & Tanardi, 2022).

H₄: Environmental Awareness positively affects Green Entrepreneurial Intention.

Commonly, entrepreneurial intention needs the process of recognizing, deepening, and understanding entrepreneurial knowledge, in order to form the way of thinking toward green entrepreneurial intention. The aspects contained in green entrepreneurial orientation have important roles in creating wide opportunities for candidate entrepreneurs or companies in making innovations (Ye et al., 2022). The implementation of actions in green entrepreneurial orientation indicates that an individual or organization tends to make environmentally-friendly innovations (Tze San et al., 2022). Shahid & Reynaud (2022) explain that a higher green entrepreneurial orientation can increase green entrepreneurial intention.

H₅: Green entrepreneurial Orientation positively affects Green Entrepreneurial Intention.

The green entrepreneurial intention of an individual can be acquired through the individual's point of view toward green entrepreneurial orientation (Loon & Nordin, 2019). Based on the AMO (Ability, Motivation, and Opportunity) theory, an individual's sensitivity toward environmental awareness can contribute in enhancing the individual's behavior, attitude, and skills to apply positive things for the environment (Iftikar et al., 2022). Environmental awareness constitutes the behavior or attitude which refers to an individual's awareness on environmental issues and the effects on entrepreneurial activities. The study by Shahid & Reynaud (2022) explains that environmental awareness can positively mediate the influence of green entrepreneurial orientation on green entrepreneurial intention.

H₆: Environmental Awareness can mediate the effect of Green entrepreneurial Orientation on Green Entrepreneurial Intention.

METHODS

This research is designed by conducting data analysis systematically to analyze the problems by providing the answers that have been tested through relevance test regarding the information being observed or studied (Pankajakshan Vijayanthi Indu & K, 2020). This research used quantitative-method approach through descriptive research design to find out how far the independent variables can affect the dependent variable. Data was gathered by using the

non-probability sampling method, which specifically is the *purposive sampling* technique, according to the pre-determined criteria, which are young people domiciled in Jakarta within the range of 18 - 25 years old.

Table 1. Respondents' Characteristics

| | Frequency | Percentage (%) |
|---------------------------|-----------|----------------|
| Gender | | |
| Female | 155 | 57.6 |
| Male | 114 | 42.2 |
| Age | | |
| 21 – 24 y.o. | 173 | 64.3 |
| 18 – 20 y.o. | 96 | 35.7 |
| Domicile | | |
| West Jakarta | 108 | 40.1 |
| South Jakarta | 48 | 17.8 |
| North Jakarta | 42 | 15.6 |
| Central Jakarta | 36 | 13.4 |
| East Jakarta | 35 | 13.1 |
| Current Occupation | | |
| College Student | 161 | 59.8 |
| High-School Student | 63 | 23.4 |
| Employee | 36 | 13.4 |
| Entrepreneur | 9 | 3.3 |

Source: The results of data collection, 2023

The statement contained in each variable was measured by using 5-point of Likert-scale, thus enabling the respondents to assess the statement in each variable based on scale-point. Data was then analyzed by using Partial Least Squares – Structural Equation Modelling (PLS-SEM) with the assistance of SmartPLS software version 4.

RESULT AND DISCUSSION

Structural Equation Modeling consists of two kinds of analysis, which are outer model and inner model. Outer model includes validity and reliability tests. In this research, convergent and discriminant validity were used because these two kinds of validity are considered as a unity thus can be performed simultaneously (Ngatno, 2015). Convergent Validity is measured by checking the outer loadings to determine Average Variance Extracted (AVE) of each construct. Based on the result of outer-loading analysis in Table 1, each variable's indicator is valid, because the value is greater than 0.708. The square of this number shows that the construct score covers at least 50 percent of variability (Hair et al., 2017) or $AVE > 0.50$.

The reliability test in this research was performed by testing the internal reliability by analyzing the data from one trial through composite reliability test, with the minimum value of 0.70, or the values of all constructs > 0.50 (Hair et al., 2017). Table 2 shows that each variable has passed the reliability test because the composite reliability is greater than 0.70.

Table 2. The Results of Convergent Validity and Reliability Tests

| Variable | Indicator | Item | AVE | Outer Loading | Composite Reliability |
|--|--|--------------|-------|---------------|-----------------------|
| Green entrepreneurial Orientation Li et al., (2023); Nuringsih et al., (2022); Shahid & Reynaud, (2022) | Business idea can be affected due to the change in natural environment. | GEO 1 | 0.685 | 0.749 | 0.885 |
| | Stakeholders must have awareness to protect the environment. | GEO 2 | | 0.821 | |
| | Pro-active attitude is needed to protect the nature through environmentally-friendly products. | GEO 3 | | 0.803 | |
| | I'm determined to be a pioneer to introduce environmentally-friendly products or services. | GEO 4 | | 0.761 | |
| | Social responsibility must become the foundation of a firm. | GEO 5 | | 0.833 | |
| | Environmental issues become the biggest challenge to the community. | GEO 6 | | 0.836 | |
| Entrepreneurial Education Cai et al., (2022); Puni et al., (2018) | Entrepreneurial education can help comprehend the role of entrepreneurs in community. | EE 1 | 0.642 | 0.749 | 0.889 |
| | Entrepreneurial education provides the skills and knowledge to run the environmentally-friendly business. | EE 2 | | 0.821 | |
| | Entrepreneurial education enhances the skills to seek for environmentally-friendly business opportunities. | EE 3 | | 0.803 | |
| | Entrepreneurial education teaches the ways to solve the economic and social issues in the environment. | EE 4 | | 0.761 | |
| Environmental Awareness del Brío González et al., (2022); Zameer & Yasmeen, (2022); Altin et al., (2014); Si et al., (2022) | I worry about air problems in the environment. | EA 1 | 0.664 | 0.811 | 0.832 |
| | I worry about water problems in the environment. | EA 2 | | 0.724 | |
| | I worry about land problems caused by trash and household waste. | EA 3 | | 0.777 | |
| | I think about the pollutions caused by business firms. | EA 4 | | 0.817 | |
| | Responsibility is needed to protect the environment. | EA 5 | | 0.775 | |
| | Industry limitation is needed to prevent natural damage. | EA 6 | | 0.827 | |
| | Participation from environmental groups or organizations is needed. | EA 7 | | 0.706 | |
| Green Entrepreneurial Intention Cai et al., (2022); Wei- & Nordin, (2019); Nuringsih et al., (2022) | I have the determination to build and run an environmentally-friendly business. | GEI 1 | 0.605 | 0.770 | 0.893 |
| | I have seriousness to start an environmentally-friendly business. | GEI 2 | | 0.828 | |
| | I have the commitment to start and run an environmentally-friendly business. | GEI 3 | | 0.870 | |
| | I can create an environmentally-friendly business model. | GEI 4 | | 0.842 | |
| | I have a will to contribute in the natural preservation program. | GEI 5 | | 0.824 | |

Next, the inner model test was performed to analyze the effect of independent variables on dependent variable through R-square test. The value of R^2 can be divided into three categories, which are 0.75 (strong), 0.50 (moderate), and 0.25 (weak) (Kwong & Wong, 2015). Based on the result in Table 3, it can be seen that the Green Entrepreneurial Intention and Green entrepreneurial Orientation have moderate effect, while the Environmental Awareness has strong effect.

Table 3. The Results of R-Square Tests

| Variable | Coefficient of Determination (R^2) | Notes |
|-----------------------------------|---|-----------------|
| Green Entrepreneurial Intention | 0.642 | Moderate Effect |
| Green entrepreneurial Orientation | 0.712 | Moderate Effect |
| Environmental Awareness | 0.784 | Strong Effect |

Source: SmartPLS 4, 2023

The F-Square (F^2) test aims to show how strong exogenous variable can affect endogenous variable. Hence, the value of F^2 can be divided into three categories, which are 0.15 (weak), 0.20 (moderate), and 0.35 (strong) (Kwong & Wong, 2015). Based on Table 4, the effects of exogenous variable on endogenous variable in H_1 , H_3 , and H_5 are weak, while the effects in H_2 and H_3 are strong.

Table 4. The Results of F-Square (F^2) Tests

| Relationship | F-Square (F^2) | Result |
|--|--------------------|---------------|
| Entrepreneurial Education -> Green Entrepreneurial Intention | 0.044 | Weak Effect |
| Entrepreneurial Education -> Green entrepreneurial Orientation | 2.470 | Strong Effect |
| Green entrepreneurial Orientation -> Environmental Awareness | 3.620 | Strong Effect |
| Environmental Awareness -> Green Entrepreneurial Intention | 0.125 | Weak Effect |
| Green entrepreneurial Orientation -> Green Entrepreneurial Intention | 0.008 | Weak Effect |

Source: SmartPLS 4, 2023

Next, the hypothesis testings were performed by using bootstrapping method. If p-value < 0.05 (with confidence interval of 95%), then the effect is significant. In contrast, if p-value > 0.50, then the effect is not significant (Hair et al., 2019). The results of hypothesis testing by using bootstrapping method are shown in Table 5 as follows.

Based on the results of hypothesis testings above, it can be known that the first hypothesis (H_1), which is the effect of entrepreneurial education on green entrepreneurial intention, is significant. The role of entrepreneurial education is needed to enrich the way of thinking, attitude, and behavior to develop the students' intention to conduct green entrepreneurial. This result is aligned with the research conducted by (Hameed et al., 2021) concluding that entrepreneurial education can encourage an individual to be committed to the environment quality. According to the AMO theory, entrepreneurship knowledge related to environment friendly enhances someone's ability and opportunities, thus fostering their green entrepreneurial intention (Mia et al., 2022).

Table 5. Path Coefficient and The Results of Hypothesis Testings

| Hypothesis | Path Coeff. | p-value | Result | Mediation Type |
|--|-------------|---------|-----------------|----------------|
| H ₁ : Entrepreneurial Education -> Green entrepreneurial Intention | 0.243 | 0.005 | Significant | - |
| H ₂ : Entrepreneurial Education -> Green entrepreneurial Orientation | 0.844 | 0.000 | Significant | - |
| H ₃ : Green entrepreneurial Orientation -> Environmental Awareness | 0.885 | 0.000 | Significant | - |
| H ₄ : Environmental Awareness -> Green entrepreneurial Intention | 0.471 | 0.000 | Significant | - |
| H ₅ : Green entrepreneurial Orientation -> Green entrepreneurial Intention | 0.128 | 0.227 | Not Significant | Full Mediation |
| H ₆ : Green entrepreneurial Orientation -> Environmental Awareness -> Green entrepreneurial Intention | 0.417 | 0.000 | Significant | |

Source: SmartPLS 4, 2023

Entrepreneurial education does not only significantly affect green entrepreneurial intention, but also significantly affect green entrepreneurial orientation. Based on the result of the second-hypothesis (H₂) testing, it can be known that entrepreneurial education significantly affects green entrepreneurial orientation. This result is supported by the previous research conducted by (Efrata et al., 2021) stating that the educational process leading to entrepreneurship enables an individual to recognize, analyze, and encourage creativity, as well as training such individual in seeking for business opportunity and take advantage of it. Good knowledge of green entrepreneurship will motivate someone to maximize their green entrepreneurial orientation by daring to take risks to create environmentally friendly products, acting proactively to care for the environment, and innovating in products/services using environmentally friendly technologies.

Next, the result of the third-hypothesis (H₃) testing, it can be known that green entrepreneurial orientation significantly affects environmental awareness. Tze San et al. (2022) support this study's findings, indicating that green entrepreneurial orientation, through proactive attitudes and openness to risk, enhances sensitivity to environmental issues in entrepreneurship. Research by Habib et al. (2020) also confirms that green entrepreneurial orientation has a positive and significant impact on environmental awareness. Individuals with green entrepreneurial orientation will increase environmental awareness and conduct entrepreneurship that considers positive impacts on the environment.

The importance of understanding and awareness toward the environment implanted in an individual also affects the green entrepreneurial intention. This is proven by the result of the fourth-hypothesis (H₄) testing, in which the variable of environmental awareness significantly affects green entrepreneurial intention. This result is supported by previous research conducted by Genoveva & Tanardi (2022) concluding that the higher the environmental awareness of an individual is, the higher the individual's intention in green entrepreneurial will be. Individuals with high environmental awareness tend to consider the effect of their actions and behaviors toward the environment. High environmental awareness enhances concern for the environment through the use of environmentally friendly raw materials and production processes.

The result of the fifth-hypothesis (H₅) testing reveals that green entrepreneurial orientation does not significantly affect green entrepreneurial intention. This result is different from that of previous research conducted by Aurellia & Nuringsih (2023) stating that green

entrepreneurial orientation can help an individual in acquiring the knowledge related to the environment as well as developing his/her green entrepreneurial intention. The different research result is possible, because other factors are needed to mediate an individual to perform the green entrepreneurial activities. This phenomenon can be proven by the result of the sixth-hypothesis (H_6) testing, in which environmental awareness can mediate the effect of green entrepreneurial orientation on green entrepreneurial intention. This result is aligned and supported by Iftikar et al (2022) which concluded that green entrepreneurial orientation can lead to green entrepreneurial intention through the implementation of environmental awareness when performing entrepreneurship. The expected results are in forms of the development of awareness toward currently environmental issues and the enhancement of understanding and motivation among young people to keep struggling in providing innovation and creating a better economic environment in the future. The results of this study are also in line with the research by Shahid and Reynaud (2022), which explains that environmental awareness can positively mediate the effect of green entrepreneurial orientation on green entrepreneurial intention. In the context of AMO theory, the mediating effect on environmental awareness motivation impacts green entrepreneurial intention through the ability of green entrepreneurial orientation (Mia et al., 2022).

Based on the results obtained, the study's implications showed that entrepreneurial education serves as a facilitator that directs green entrepreneurial orientation to act responsibly towards the environment when establishing a business. Curriculum development should incorporate aspects of green entrepreneurship, such as sustainable innovation, natural resource management, and environmentally friendly business practices. This study's findings are expected to raise public awareness about the importance of green entrepreneurship solutions for sustainability.

CONCLUSIONS

Based on the results of data analysis provided in the previous section, it can be concluded that entrepreneurial education has a positive and significant effect on Green entrepreneurial Intention and also Green entrepreneurial Orientation among young people in Jakarta. This research also found that Environmental Awareness has a positive and significant effect on Green entrepreneurial Intention. Environmental Awareness fully mediates the effect of Green entrepreneurial Orientation on Green entrepreneurial Intention because Green entrepreneurial Orientation does not have a significant effect on Green entrepreneurial Intention.

Green entrepreneurial activities are needed to be implanted because these activities do not only support the country's economic, but also support the health of natural environment. The enhancement of responsibility and awareness among young people on green entrepreneurial can be applied through entrepreneurial education, thus they can have awareness to get involved in natural preservation activities. The existence of environmental awareness will certainly strengthen the green entrepreneurial orientation, which can develop the intention of young people to participate in green entrepreneurship. To strengthen the results of this research, authors suggested for the future research to add other variables that can affect green entrepreneurial intention, such as the attitudes toward green economy and sustainability development.

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