

Managing The Challenges of Supporting Ecopreneurship Intention in Higher Education

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Abstract. The research objective is to explain the challenges of higher education and the contribution of entrepreneurship education, entrepreneurship training, and perceived support to ecopreneurship interest descriptive quantitative research method with a sample of 200 students at the University of Jember. The results show that the influence of entrepreneurship education and entrepreneurship training can increase perceived support and interest in ecopreneurship in higher education can increase.

Keywords: Ecopreneurship Education; Ecopreneurship training; perceived support and ecopreneurship intention

1 Introduction

One of the strategic sectors supporting Indonesia's economic growth is entrepreneurship. Entrepreneurship contributes to creating new jobs economic expansion and becomes one of the components in helping a healthy business environment. One element of society that is expected to compete in the business sector is the younger generation, especially students. Entrepreneurship education is one of the provisions for students to enter the business world. Data from the Central Statistics Agency shows that the open unemployment rate in Indonesia as of February 2021 is 8.75 million people (5.5%), an increase of 26% compared to 2020. The number of open unemployment college graduates is increasing, a current social problem.

The development of entrepreneurial activities is currently only oriented to the amount of profit generated. There is still a lot going on, often ethics both in producing and distributing products become less and even irresponsible. The use of raw materials and packaging that are not environmentally friendly is still a big problem in Indonesia that must be solved. For this reason, the role of universities in entrepreneurship learning contributes to encouraging ecopreneurs. Entrepreneurship education and perceived support and entrepreneurship training with protecting ecology to encourage ecopreneurship interest.

Ecopreneurship introduced in entrepreneurship education, perceived support for higher education, and entrepreneurship training aims to introduce students to ethical, socially, and ecologically responsible behavior in maintaining ecosystem sustainability [1], [2], [3]. Having good entrepreneurial knowledge will produce entrepreneurs who are skilled in running a business and reduce the negative impact of ecological, social, and economic damage. Support from the surrounding environment or perceived support has a significant role in students' growing interest in entrepreneurship.

The support from necessary parties will increase one's intention to do entrepreneurship [2]. Perceived support is the support several parties feel to support someone to become an

entrepreneur [3], [4]. This support can be in support from the government, support from family, and support or ease of obtaining capital. [4] also state that when someone gets support, whether knowledge, finance, or support from the people around him, it will impact their interest in entrepreneurship.

Higher education needs to encourage every student not only through entrepreneurship education, not only in theory but in entrepreneurial practice. If possible, the responsible lecturers are lecturers who master entrepreneurship theoretically and practically. Perceive support is provided in the form of an entrepreneurship laboratory, business incubator, mentoring from business practitioners. The training is carried out to provide entrepreneurial knowledge, encourage the growth of entrepreneurial motivation, improve management understanding (organization, production, finance, and marketing) and make business plans or business feasibility studies.

Internship activities at companies and business units are carried out to provide practical entrepreneurial experience to students by participating in daily work in these business units. At least this way can open up opportunities for students to contribute to creating a thoughtful and comprehensive young generation with environmental insight. This study involved 200 students at the University of Jember. This study aims to manage the challenges and contributions of higher education in ecopreneurship intention.

2 Literature Review

Entrepreneurial Education

Entrepreneurship education is defined as teaching and learning activities about entrepreneurship which includes the development of knowledge, skills, attitudes, and personal character according to the age and development of students [5] Entrepreneurship education can encourage students' intention to open new businesses. Entrepreneurship education provided in universities is work-related learning and complements it with innovative entrepreneurship skills. The formation of mindsets, attitudes define entrepreneurial education, and behaviors in students to become true entrepreneurs (entrepreneurs) to direct them to choose entrepreneurship as a career choice [5]. Indicators used for research: a) understanding of entrepreneurship theory, b) ability to practice entrepreneurship, c) increasing interest in entrepreneurship, d) entrepreneurship education adding entrepreneurial skills, e) ability to see business opportunities.

Perceived Support

Perceived support is the support that a person feels can come from the environment around the individual. Perceived support is support from several parties to become an entrepreneur [3], [5], [6]. This support can be in support from the government, support from family, and support or ease of obtaining capital. [6] state that the university environment is also a vital mechanism in influencing entrepreneurial activities. A university that always supports its students for entrepreneurship will certainly motivate its students to become entrepreneurs. University support can be in the form of entrepreneurial SMEs in the faculties and events that can be a place for students to introduce their products. Indicators in this study: a) Motivation from parents, b) Support from campus. c) Support from the, d) Offers of cooperation from friends, e) Side business owned by parents.

Entrepreneurship Training

Entrepreneurship training is the process of transferring knowledge, experience, and skills from professionals in a relatively short period to form productive attitudes and behaviors to

apply work practices in running a business. Entrepreneurship training is measured based on two indicators, namely a) Guidance for students who are already in business, b) Business management mentoring, c) Internships in existing businesses.

Ecopreneurship

Ecopreneurship is a person who has values related to ecological balance. Ecopreneurship is a combination of two words, namely eco and entrepreneurship. Entrepreneurs aim only for profit, while ecopreneurs do business not only for profit but also for maintaining environmental sustainability [1], [5], [6]. Therefore, ecopreneurship is an environmentally-based business activity. The focus of businesses that apply ecopreneurship is reducing the impact on the environment while ensuring that business goals are met, and business results can maximize. The indicators used are a) Business products use environmentally friendly, b) Product life cycles that follow ecological rules to produce minimal waste, c) A safe working environment and following established standards.

2 Research Methods

The research uses a quantitative approach with a descriptive analysis method that describes entrepreneurship education, perceived support, and entrepreneurship training to encourage ecopreneurship in universities. The sampling technique in this study uses convenience sampling (or accidental sampling), which is included in the non-probability sample. Respondents were 200 students from 15 faculties of the University of Jember with the criteria that students had taken entrepreneurship courses (entrepreneurship knowledge). The questionnaires in this study were presented online on google form and distributed through social media.

3 Results and Discussion

Characteristics of Respondents

Characteristics of respondents describe the composition of respondents in a study that can be seen in terms of gender, faculty origin, parental occupation, ethnicity, and experience of participating in entrepreneurial activities. The description of the respondents can be seen in Table 1.

Table 1. Demografi Respondent

Respondent Attributes	Frequency	Percentage
Age :		
20 years	26	13%
21 years	102	51%
22 years	46	23%
23 years	26	13%
Gender :		
Male	98	49%
Female	102	51%
Participation in entrepreneurial activities :		

Yes	124	62%
No	76	38%
Parents' job		
BUMN	46	23%
civil state	54	27%
Entrepreneur	88	54%
Others	12	6%
Business Experience		
Have Business Experience	112	56%
No Business Experience	88	44%

Source : Primary Data, 2022

Table 1 shows that respondents are dominated by female respondents (51%) with the age of 21 years (51%). The profession of parents of students as entrepreneurs is the most dominant (54%). In general, this indicates the number of parents of students who own or manage their businesses, which can increase the seeds of an entrepreneurial spirit or interest in students to become entrepreneurs.

Overall, more respondents have participated in entrepreneurial activities (62%). Jember University students are enthusiastic about entrepreneurship activities, whether in seminars, student product bazaars, or other entrepreneurial activities. Based on their business experience, 112 respondents are experienced in entrepreneurship with a percentage of 56%, so it can be concluded that many students are interested in entrepreneurship by running business activities even though the business level is still a micro and small business.

Table 2. Result of Path Coefficient and Hypothesis

Variable	Path Coefficient	t-statistics	p-Value	Description
X1-Z	0.369	3.990	0.000	Significant
X1-Y	0.150	2.328	0.009	Significant
X2-Z	0.305	2.095	0.025	Significant
X2-Y	0.280	1.558	0.020	Significant
Z-Y	0.330	2.112	0.016	Significant

Source : Primary Data, 2022

The Effect of Entrepreneurship Education (EE) on Perceived Support (PS)

The results of testing the first research hypothesis show that entrepreneurship education for students positively affects perceived support for students at the University of Jember. In this study, entrepreneurship education includes a) understanding of entrepreneurship theory, b) ability to practice entrepreneurship, c) increasing interest in entrepreneurship, d) entrepreneurship education adding entrepreneurial skills, e) ability to see business opportunities. This analysis also indicates that entrepreneurship education can train/encourage students to innovate, dare to take risks through risk analysis, and think long term. Entrepreneurship education, support from parents, and campus support will increase. The entrepreneurial knowledge obtained is considered capable of being a provision to become an entrepreneur.

In addition, the results of this study are also following research [7], [8], [9] which proves that entrepreneurial education, which in this case uses entrepreneurship learning programs, can

influence and interest in entrepreneurship. Furthermore, research [10] stated the importance of introducing ecopreneurship to young people with the government's support, academics, and practitioners. Universities need to add sustainable ecological materials so that knowledge increases so that in business, they already have the awareness to protect the environment. This provision of entrepreneurship education can further strengthen the perceived support for college students.

The Effect of Entrepreneurship Training (ET) on Perceived Support (PS)

Testing the second hypothesis shows that the entrepreneurship training variable has a significant positive effect on perceived support. The test results indicate that entrepreneurship training is measured by a) guidance for students already in business, b) Business management mentoring, c) Internships in existing businesses. Entrepreneurship training activities provided by the campus, for example: mentoring and mentoring entrepreneurial student program, Indonesian Entrepreneurial Student Activities, student creativity program, have a positive influence on increasing campus support felt by students.

Perceived support is not only received from campus but also in the form of support from parents and the people around them, both in the condition of moral and material, which can increase their courage in taking risks, both in business investment and the ability to get out of their comfort zone. Every individual. The results of this study are in line with the thinking [11] which states that entrepreneurial training to start or manage a business can be formed from the influence of one's environment, especially from good habits taught by parents. The impact of the environment and family is included in the perceived support. In addition, the results of this study also follow the research [3] which concluded that the entrepreneurship training variable received on campus could affect increasing perceived support and fighting power has a significant positive effect on ecopreneurship intention.

The Effect of Entrepreneurship Education (EE) on Ecopreneurship Interest (EI)

The results of testing the third hypothesis indicate that the EE variable directly affects the EI variable. Substantially, entrepreneurship education is related to theory and practice that can foster an entrepreneurial spirit in students. Entrepreneurship courses can encourage students to understand business plans, marketing strategies, risk analysis as essential aspects for starting a business [3], [4], [8]. The practice of entrepreneurship in this course also increases students' interest in participating in entrepreneurial activities. Available, the results of this study are in line with research which proves a positive and significant influence between the variables of Entrepreneurship Knowledge on Ecopreneurship Interest.

In addition, these results are also following research by [8] which states the linkage of universities in promoting entrepreneurship. Study [12], [13], [14] explains the importance of universities giving birth to entrepreneurs who understand sustainable ecology to support the economy and become environmentally sound entrepreneurs. Entrepreneurship Education (Entrepreneurial Theory and Practice) is proven to impact growing interest in Ecopreneurship for students.

The Effect of Entrepreneurship Training (ET) on Ecopreneurship Interest (EI)

The results of testing the fourth hypothesis indicate that the entrepreneurial training variable directly affects ecopreneurship interest. Entrepreneurship training strongly influences ecopreneurship interest in mentoring practitioners, setting an example to students to become promising entrepreneurs. Entrepreneurs who maintain environmental sustainability, use green products, maintain ecology. Research [2], [14], [15], found a significant effect between

entrepreneurship training can provide entrepreneurial motivation to become an ecopreneur. [2], [4] states that entrepreneurship training has a positive and considerable influence on ecopreneurship interest. [1] ecopreneurship is realized through the training results, which strongly supports the country's economic growth.

The Effect of Perceived Support (PS) on Ecopreneurship Interest (EI)

The fifth hypothesis testing shows that the perceived support variable has a positive and significant direct effect on the ecopreneurship interest variable. Perceived support for students affects the increase or decrease in ecopreneurship interest at the University of Jember. These results confirm that the dimensions are a) Motivation from parents, b) Capital from parents, c) Support from campus, d) Support from the government and the surrounding environment, d) Offers of cooperation from friends, e) Side business owned by parents affects student interest in entrepreneurship.

The results of this study are in line with the research of [13], [14], [15], conclude that there is a relationship between perceived support and interest in ecopreneurship in students, which is the main idea related to student ecopreneurship interest. [8], also found that perceived support affects students' ecopreneurship interest.

4 Conclusion

Some suggestions to the university are to redevelop entrepreneurship education by adding material on maintaining the sustainability of the ecosystem. The importance of the role of the faculty is to provide support to increase interest in ecopreneurship in students. Entrepreneurship training running so far has been improved, such as internships and mentoring for business practitioners. In addition, academics need to review the results of this research by developing research methodologies that have been carried out, developing variables, expanding research samples, measuring variables, and expanding research objects.

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