

# The Influence of Entrepreneurship Education and Self-Efficacy on Students' Green Entrepreneurial Intention Through Green Entrepreneur Orientation

Eka Purwati<sup>1</sup>, Dede Rumana<sup>2\*</sup>, Heri Pratikto<sup>3</sup>, Rachmat Hidayat<sup>4</sup>  
[eka.purwati.2104116@studenst.um.ac.id](mailto:eka.purwati.2104116@studenst.um.ac.id)<sup>1</sup>, [dede.rusmana.fe@um.ac.id](mailto:dede.rusmana.fe@um.ac.id)<sup>2</sup>, [heri.pratikto.fe@um.ac.id](mailto:heri.pratikto.fe@um.ac.id)<sup>3</sup>,  
[rachmad.hidayat.fe@um.ac.id](mailto:rachmad.hidayat.fe@um.ac.id)<sup>4</sup>

\*Corresponding author. Email: [dede.rusmana.fe@um.ac.id](mailto:dede.rusmana.fe@um.ac.id)  
Universitas Negeri Malang, Malang, Indonesia <sup>1 2 3 4</sup>

**Abstract.** This study investigates the influence of entrepreneurship education and self-efficacy on students' green entrepreneurial intention, with green entrepreneurial orientation as a mediating variable. A quantitative method with proportional random sampling was employed, involving 165 students from the Culinary Education Study Program, Universitas Negeri Malang. Data were collected via online questionnaires and analyzed using descriptive statistics, outer and inner model testing, and indirect effect analysis. The results indicate that entrepreneurship education and self-efficacy significantly and positively affect green entrepreneurial intention, with green entrepreneurial orientation acting as a positive mediator. These findings suggest that integrating entrepreneurship education with self-efficacy development can effectively enhance green entrepreneurial intention among students, supporting sustainable entrepreneurship within higher education.

**Keywords:** green entrepreneur, entrepreneur education, self-efficacy, green entrepreneur orientation, green entrepreneur intention.

## 1 Introduction

The problem of unemployment can arise due to the imbalance between the number of jobs available and the number of people of working age. Competition in the business world is getting tighter based on technology that continues to develop rapidly. Increasingly modern technology has led to business models that focus on high income and ignore the negative impacts caused, especially on environmental impacts [1]. Pollution levels in Indonesia are ranked 17th as a country with high levels of pollution, so according to the Air Quality Life Index (AQLI) Indonesians will lose 2.5 years of their life expectancy as a result of current pollution [2]. This shows that there is already a gap in the impact of businesses that prioritize profits but do not consider the impact of sustainable business.

Sustainable economic activities are manifested through the green economy as a solution to create low-carbon economic growth, resource savings and social inclusion in collaboration with communities and stakeholders [3]. Green economy is a new paradigm that exists in the economic environment and applies as a strategy to form sustainable development by focusing on the balance of social, environmental and economic values [4]. The concept of green economy in green entrepreneurial is considered capable of contributing to helping solve problems that

include the environment, consumption of natural resources that experience scarcity, and the prosperity of all components of society involved in the economic pyramid [5]

Entrepreneurship is an alternative solution to the economic problems faced by every country. In the realization of SDGs, entrepreneurs have a diversified role to reduce the risk opportunities that will occur in social and environmental goals [6]. In an effort to encourage green entrepreneurial intention, orientation about entrepreneurship based on green entrepreneurship is needed. The formation of entrepreneurial intentions in students requires a mechanism that has green innovation, proactivity, and risk-taking behavior from the collaboration of entrepreneurial orientation and social responsibility [1], [7], [8]. Entrepreneurship education has an important role to prepare the entrepreneurial mentality and increase social knowledge in increasing entrepreneurial creativity [7], [9]. Entrepreneur education and self-efficacy are the two factors needed in fostering students' request to start green entrepreneurship. Self-efficacy in a person's personality will provide encouragement and build a person's confidence to do and complete something [10]

Green entrepreneurial intention is a person's desire to run and manage an environmentally friendly business, so that it can participate in green business and contribute to providing solutions to environmental problems creatively and innovatively [11]. Entrepreneurial intention is the decision of each individual due to feeling, being interested, and wanting to do entrepreneurship and being willing and daring to take risks to get success [12]. Green entrepreneurial intention is a factor that determines the motivation and enthusiasm of individuals to build a business that is oriented towards environmental sustainability [13]. Based on the explanation of green entrepreneurial intention, it can be concluded that green entrepreneurial intention is an intention or thought of individuals in their efforts to achieve green entrepreneurial goals.

Education has a commitment to a series of learning processes that aim to improve the quality of human resources [14]. Entrepreneurship has an important role to contribute to creating jobs to increase economic growth and is in line with the sustainable development goals (SDGs) agenda which prioritizes environmental values on par with economic and social values [15], [16]. Entrepreneurship education has a positive correlation with green entrepreneurship in the student environment, where the important role of universities is supported by opinions that prove "University education support" to shape students' intentions and behavior on green entrepreneurship [17], [18]. This shows the important role of entrepreneurship education for students to shape students' attitudes, mindsets, and behaviors so that they are able to face entrepreneurial challenges with courage in making decisions.

Self-efficacy is part of the characteristics of each individual who does entrepreneurship that can have an influence on the performance of the entrepreneur [13]. The condition of each individual's self-efficacy is a determinant in achieving their goals or level of performance. In entrepreneurship, self-efficacy is a factor that determines entrepreneurs to have intentions in entrepreneurial activities [19]. Self-efficacy is the level of individual ability to complete the role of an entrepreneur who has a level of self-confidence, so as to optimize performance to analyze, prevent, and solve problems in doing entrepreneurship with the accuracy of decision making and the power to achieve entrepreneurial goals.

Green entrepreneur orientation is an attitude that shows a willingness to encourage innovation, proactivity and take risky actions that consider environmental, social and economic aspects [20]. According to Habib et al., (2020) revealed that Green Entrepreneur Orientation is an orientation that leads to the exploration of new opportunities. High awareness in dealing with environmental problems by applying green concepts in every production activity that has an important influence on life [21]. Green Entrepreneur Orientation is the awareness of each

individual to be entrepreneurial with a proactive attitude in dealing with environmental problems through innovation and courage to make decisions by considering the environment, social, and economy.

Higher education is the hope in its role to overcome unemployment by producing entrepreneurial graduates, State University of Malang is one of the universities that has made entrepreneurship education a compulsory course for all students. However, in reality, entrepreneurship education courses only focus on buying and selling activities and lack of reinforcement for sustainable businesses that consider sustainable economics and the environment. In the Commerce Education study program which specifically studies entrepreneurship, there are still many students who prefer to continue working in agencies or the like. This is responded to by the university by committing to become a Green Campus through support in various student programs including the Creative Exhibition Workshop at the Faculty of Economics and Business, PKM, PPK Ormawa, P2MW, and the like. The sustainability agenda requires evidence on how green knowledge, entrepreneurship education, and self-efficacy shape students' green entrepreneurial intention. Previous research offers limited tests of these relations in vocational settings. This study addresses that gap by examining the pathway from green knowledge to intention through green entrepreneurial orientation. The study identifies green entrepreneurial orientation as a mechanism that channels knowledge and learning into intention.

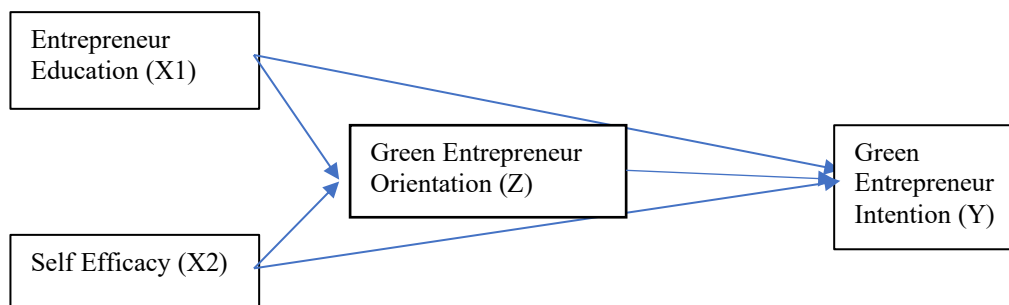
The study tests the effect of green knowledge on green entrepreneurial orientation. The study tests the effect of green knowledge on green entrepreneurial intention. The study tests the effects of entrepreneurship education and self-efficacy on green entrepreneurial orientation. The study tests the effects of entrepreneurship education, self-efficacy, and green entrepreneurial orientation on green entrepreneurial intention. The study assesses the mediating role of green entrepreneurial orientation in the effect of green knowledge on intention. The study employs partial least squares structural equation modeling to estimate associations and predict explained variance in intention. The method accommodates multiple latent constructs and simultaneous paths. The method suits a moderate sample size and non-normal indicators. The study evaluates reliability and validity before testing structural paths with bootstrapping. These statements align the urgency, the research objectives, and the methods. The study reports associative evidence while acknowledging limits on causal inference.

## **2 Method**

The population involved in this study are active students in the 2021-2023 culinary education study program at State University of Malang who have taken entrepreneurship courses. The target population comprised all active students in the Commerce Education Study Program at Universitas Negeri Malang who had completed the entrepreneurship course ( $N = 288$ : 2021 = 87, 2022 = 105, 2023 = 96). The study determined the minimum sample size using the Raosoft calculator with a 95% confidence level and a 5% margin of error for  $N = 288$ , which yielded  $n = 165$ . The sampling procedure implemented proportional random sampling across cohorts and class offerings. The study obtained 165 responses that mirrored the cohort composition of the population. The sample proportions were 30.9% (2021), 36.6% (2022), and 32.7% (2023). The population proportions were 30.2% (2021), 36.5% (2022), and 33.3% (2023). These close proportions support the representativeness of the sample. The manuscript will align the description of class offerings with the allocation table to maintain consistency. This research uses the Proportional Random Sampling data collection method of 165 respondents who have

been evenly distributed in 6 classes. This research data was obtained through a google questionnaire. The primary data of this study were generated from respondents' responses according to the questionnaire that had been distributed.

This research was conducted using quantitative research methods to determine the cause- and-effect relationship between two or more variables, through the independent variable as a factor that affects the dependent variable [22]. The data analysis technique used in this research is descriptive analysis and SEM-PLS analysis using SmartPLS 4 statistical software. Descriptive analysis aims to provide a comprehensive overview of the data collected, and SEM- PLS analysis as an associative analysis to evaluate the relationship between variables. SEM-PLS evaluation goes through two main aspects, namely the measurement evaluation model (outer model) which involves testing convergent validity, discriminant validity, and reliability, and the structural evaluation model (inner model) which includes R-Square analysis, F-Square, and finally hypothesis testing. The following is the framework model in this study:



**Figure 1.** Research Framework Source: Data processed by researchers

The following are the hypotheses in this study:

- H1: Entrepreneurship Education has a positive effect on Green Entrepreneurial Intention
- H2: Self-Efficacy has a positive effect on Green Entrepreneurial Intention
- H3: Entrepreneurship Education has a positive effect on Green Entrepreneur Orientation
- H4: Self Efficacy has a positive effect on Green Entrepreneur Orientation
- H5 : Green Entrepreneur Orientation has a positive effect on Green Entrepreneur Intention
- H6: Self- Efficacy has a positive effect on Green Entrepreneur Intention through Green Entrepreneur Orientation.
- H7 : Entrepreneurship Education has a positive effect on Green Entrepreneurial Intention through Green Entrepreneur Orientation.

The variables and indicators in this study were measured using a Likert Scale with 5 levels, namely a value of 5 (Strongly Agree) to a value of 1 (Strongly Disagree). Entrepreneur Education was measured with 10 question items, and Self-Efficacy, Green Entrepreneurial Intention, and Green Entrepreneur Orientation were measured with 6 question items each. The study adapted the Entrepreneurship Education instrument developed by Tyra and Sarjono. The instrument includes five dimensions: know-what, know-why, know-who, know-how, and know-when. The questionnaire uses ten items for this construct. The study adapted the Self-Efficacy instrument developed by Isma and colleagues. The instrument covers three dimensions:

magnitude, generality, and strength. The questionnaire uses six items for this construct. The study adapted the Green Entrepreneurial Intention instrument developed by Armitage and Conner. The instrument covers desire, self-prediction, and behavior. The questionnaire uses six items for this construct. The study adapted the Green Entrepreneurial Orientation instrument developed by Kartika Nuringsih and colleagues. The instrument covers proactiveness, innovativeness, and risk thinking. The questionnaire uses six items for this construct.

### 3 Results

Based on the questionnaire that has been distributed to all respondents, the research results show that the average Green Entrepreneurial Intention variable is 3.96 with an agreed category, indicating that the majority of students have an intention towards green entrepreneurship through Entrepreneur Education, Self-Efficacy, and Green Entrepreneur Orientation. The Green Entrepreneur Orientation variable has an average of 3.87 with an agreed category, indicating that the level of student orientation is able to encourage student intentions on green entrepreneurship. The Entrepreneur Education variable has an average of 4.01 with an agreed category, indicating that most students are able to encourage green entrepreneurial intentions. Agree that the existence of entrepreneur education courses can increase student intentions towards green entrepreneurship. The Self-Efficacy variable has an average of 3.61 with the category agree, this shows that most students agree that the higher the level of self-efficacy can encourage student intentions on green entrepreneurship.

The measurement evaluation model used by testers to see the relationship between indicators and latent variables. Through convergent validity test measurements to prove that each item in the indicator is acceptable. discriminant validity to see how much difference an item makes to its variable with other variables. The reliability test aims to prove the accuracy, consistency, and accuracy of the instrument on the questionnaire.

**Table 1.** Data processing results of validity and reliability tests

Variable	Item	Outer Loading	Average Variance Extracted (AVE)	Crombach Alpha	Indication
<i>Entrepreneur Education (X1)</i>	X1.1	0.808	0.842	0.952	Valid
	X1.2	0.968			Valid
	X1.3	0.898			Valid
	X1.4	0.924			Valid
	X1.5	0.980			Valid
<i>Self-Efficacy (X2)</i>	X2.1	0.916	0.904	0.947	Valid
	X2.2	0.961			Valid
	X2.3	0.975			Valid
<i>Green Entrepreneur Intention (Y)</i>	Y.1	0.961	0.925	0.959	Valid
	Y.2	0.944			Valid
	Y.3	0.979			Valid
<i>Green Entrepreneur Orientation (Z)</i>	Z.1	0.946	0.899	0.944	Valid
	Z.2	0.954			Valid
	Z.3	0.943			Valid

Based on table 1, it can be seen that the value obtained is in accordance with the results of the convergent validity test through the rule of thumb, the variable is acceptable if the outer loading

value is  $> 0.7$  and the AVE value is  $> 0.5$ . In the reliability test, each variable is said to be reliable with a cronbach's alpha value of  $> 0.6$  [23].

**Table 2.** Cross loading results

Item	X1	X2	Y	Z
X1.1	0.808	0.684	0.721	0.691
X1.2	0.968	0.964	0.950	0.932
X1.3	0.898	0.782	0.822	0.790
X1.4	0.924	0.905	0.942	0.897
X1.5	0.980	0.947	0.934	0.906
X2.1	0.808	0.916	0.846	0.876
X2.2	0.901	0.961	0.895	0.853
X2.3	0.970	0.975	0.961	0.938
Y.1	0.928	0.869	0.961	0.946
Y.2	0.884	0.908	0.944	0.894
Y.3	0.951	0.958	0.979	0.969
Z.1	0.914	0.858	0.934	0.946
Z.2	0.852	0.924	0.917	0.954
Z.3	0.865	0.878	0.922	0.943

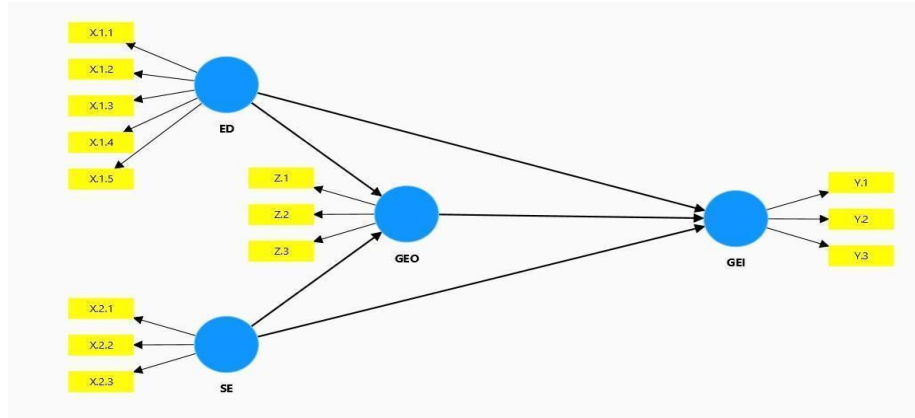
The results of discriminant validity testing can be seen in table 2 which shows the value of the cross loading results of the indicators of each latent variable has a greater value than other variables.

The structural evaluation model (inner model) aims to predict the relationship between latent variables by seeing how much variance can be explained. Through measuring the R- Square test, F-Square test, and hypothesis testing to determine the value of the path coefficient on the T-Statistic value with a value greater than 1.96 for a two-tailed hypothesis.

**Table 3.** R-Square and F-Square

Variabel	R-Square	F-Square
<i>Green Entrepreneur Intention (Y)</i>	0.659	0.204
<i>Green Entrepreneur Orientation (Z)</i>	0.645	0.337

Based on table 3, it can be seen that the result of the R-Square value of Green entrepreneur orientation (Z) is 0.645, this value indicates that the Entrepreneur education (X1) and Self-Efficacy (X2) variables have an influence on 64.5% of the population, then the R-Square value of Green Entrepreneur Orientation (Y) is 0.659, this value indicates that the Entrepreneur education (X1), Self-Efficacy (X2), and Green entrepreneur orientation (Z) variables affect the Green Entrepreneurial Intention (Y) variable by 65.9% and the remaining 34.1% is influenced by other factors. The F-Square test is used to determine the proportion of variance of certain exogenous variables on endogenous variables and then calculated using the partial F-test or often called effect size.



**Figure 2.** Outer and Inner model testing

Bootstrapping is used to determine the effect between variables by looking at the significance value. The bootstrapping method was carried out to minimize data abnormalities in the study.

**Table 4.** Path Coefficients

	Original sample (O)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values	Conclusion
<i>Entrepreneur Education -&gt; Green Entrepreneur Intention</i>	0.220	0.097	2.261	0.024	Not Rejected
<i>Entrepreneur Education -&gt; Green Entrepreneur Orientation</i>	0.586	0.085	6.924	0.000	Not Rejected
<i>Green Entrepreneur Orientation -&gt; Green Entrepreneur Intention</i>	0.442	0.098	4.514	0.000	Not Rejected
<i>Self-Efficacy -&gt; Green Entrepreneur Intention</i>	0.219	0.086	2.549	0.011	Not Rejected
<i>Self-Efficacy -&gt; Green Entrepreneur Orientation</i>	0.257	0.085	3.018	0.003	Not Rejected
<i>Self-Efficacy -&gt; Green Entrepreneur Intention</i>	0.114	0.046	2.452	0.014	Not Rejected
<i>Entrepreneur Education -&gt; Green Entrepreneur Orientation -&gt; Green Entrepreneur Intention</i>	0.259	0.068	3.819	0.000	Not Rejected

The basis used in hypothesis testing is the value contained in the output result's inner weight. The hypothesis can be accepted if the T Statistic value > 1.96, then to see the significance through the P-values < 0.05 which means it has a significant effect.

## **4 Discussion**

### **4.1 Effect of Entrepreneur Education on Green Entrepreneurial Intention**

Based on the results of hypothesis testing, Entrepreneurship Education (X) has a positive and significant effect on Green Entrepreneurial Intention (Y). These results indicate that Entrepreneurship Education has an important role to foster Green Entrepreneurial Intention in students. The existence of entrepreneurship education plays a role in providing education and experience gained by students during the learning process, the results of this knowledge and experience make students have broader insights, especially in green entrepreneurship education that can increase student intentions towards green entrepreneurs. These results are in line with research conducted by [22] which states that entrepreneurship education has a significant influence on green entrepreneurial intentions. The study states that the green business concept adapted in the entrepreneurship education curriculum can provide an understanding for students in building green entrepreneurship. Entrepreneur education is an activity that learns about development, knowledge, skills, attitudes and character [23]. This entrepreneurship education curriculum directs the environment towards the goal of entrepreneurial sustainability, so that universities have an important role in creating an environment that can equip students with skills and knowledge to overcome ecological challenges and identify business opportunities, in accordance with the context of SDGs which emphasize improving the quality of inclusive and sustainable education in achieving ecosystems that support sustainability [24], [25]. So it can be concluded that entrepreneurship education is important to support and provide education on solutions to synergize in the green economy so that it can be used to improve the quality of entrepreneurship education. Foster entrepreneurial intentions in students. The existence of entrepreneurship education courses that shape student character by increasing green economy insights through business planning theory and practicum activities to find business opportunities amid environmental issues, this is considered to increase student intentions towards green entrepreneurs.

### **4.2 Effect of Entrepreneur Education on Green Entrepreneur Orientation**

Based on the results of hypothesis testing that Entrepreneurship Education (X) has a positive and significant effect on Green Entrepreneurial Orientation (Y). These results indicate that Entrepreneur education has a role to increase student orientation towards green entrepreneurship that is able to support a sustainable environment. The role of entrepreneur education that is able to increase student orientation through an educational curriculum that builds the character and mindset of students to be more creative and innovative, especially in terms of knowledge about green entrepreneurship, so entrepreneur education is important to do by paying attention to the curriculum that is in accordance with the current world of entrepreneurship to increase green entrepreneur orientation. The results of this test are in line with research conducted by [24] Students with structured entrepreneurship education will have the potential to develop businesses that not only benefit economically but will also have a positive impact on the environment. [7] the relationship between entrepreneur education in the process of encouraging green entrepreneurial orientation with five dimensions, namely innovation, proactivity, risk taking, competition, and autonomy. Entrepreneurship education has an important role to develop entrepreneurial skills and attitudes so as to form a mindset that affects students' green entrepreneurial orientation. The existence of various theories and



practicums in entrepreneurship education and supported by various campus programs such as a commitment to become a green campus so that implementing the habit of using non-disposable drinking bottles and selecting plastic waste can increase students' orientation towards green entrepreneurship.

#### **4.3 Effect of Self-Efficacy on Green Entrepreneurial Intention**

Based on the results of hypothesis testing, the relationship between Self Efficacy (X2) has a positive and significant impact on Green Entrepreneurial Intention (Y). When students have higher confidence in their abilities, their intention to start green entrepreneurship will be higher. The existence of students' confidence and ability to face challenges in the process of achieving this goal can increase students' intention to become an entrepreneur. The number of current environmental issues will greatly affect the level of student confidence to have green entrepreneurial intentions, so that with a high level of self-efficacy can affect the capacity of students to become green entrepreneurs. These results are in line with research [25] which states that self-efficacy is one of the cognitive characteristics used to foster entrepreneurial behavior. Self-efficacy is a basis for starting an entrepreneurship because self- confidence is also one of the strategies for becoming an entrepreneur who cares about the environment [1]. Self-Efficacy is an individual's capacity to complete a role or complete a task with the aim of getting maximum results in entrepreneurship, with high self- confidence students have the ability to develop entrepreneurial behavior. The ability to analyze risks so that it can foster students' green entrepreneurial intentions.

#### **4.4 Effect of Self-Efficacy on Green Entrepreneur Orientation**

Based on the results of hypothesis testing, it can be concluded that Self efficacy (X2) has a positive and significant effect on Green Entrepreneur Orientation (Z). This indicates the importance of self-efficacy in students so that the higher their level of confidence, the higher their ability to identify business opportunities that have a positive impact on the environment. The existence of a high level of student orientation towards green entrepreneurs is also influenced by a broad understanding of entrepreneurship as a step for students to have the courage to make entrepreneurial decisions while still paying attention to environmental, social and economic ecosystems. The results of this test are in line with research conducted by [1] which states that self-efficacy has a positive and significant influence on green entrepreneur orientation where students not only receive in terms of theory, but implementation with a level of confidence is a forerunner to realizing green entrepreneurs. Entrepreneurial orientation is part of building self-efficacy which is an individual's capacity to carry out their roles and duties to achieve entrepreneurial goals [26], [27]. Increasingly, the level of competition in the business world is getting tighter so that the level of self-efficacy can encourage students to have ideas, ideas, and solutions to achieve green entrepreneurship goals.

#### **4.5 Effect of Green Entrepreneur Orientation on Green Entrepreneurial Intention**

Based on the results of hypothesis testing, it states that Green Entrepreneur Orientation (Z) has a positive and significant impact on Green Entrepreneurial Intention (Y). These results

indicate that the higher the green entrepreneur orientation of students, the higher the green entrepreneurial intention of students. Increasing student orientation towards green entrepreneurship begins with a proactive attitude to respond to environmental issues by supporting and having the willingness to support and use environmentally friendly products, so that by starting to recognize environmental issues can have innovation to create a solution that leads to an increase in student intention to do green entrepreneurship by utilizing existing opportunities. The results of this study are in line with research conducted by [24] showing that green entrepreneurial orientation affects green entrepreneurial intentions, following green entrepreneurial orientation has a role to be the main driver that affects green entrepreneurial intentions through increased awareness, motivation, social support, and risk strategies. Research conducted by [1] revealed that green entrepreneur orientation has a role as a driver of green entrepreneurial intention in the student environment. Green entrepreneurial orientation needs to get attention and continue to be developed to boost students' intention to become green entrepreneurs. Increasing this orientation is in the form of experiences gained from the university environment so that it can foster student intentions.

#### **4.6 Effect of Entrepreneur Education on Green Entrepreneurial Intention through Green Entrepreneur Orientation**

Based on the results of hypothesis testing, it states that the implementation and implementation of learning activities for entrepreneur education courses at the university level, especially at the State University of Malang, can increase students' orientation towards green entrepreneurs which in turn can trigger an increase in students' green entrepreneurial intention. These results are in line with research conducted [24] which states that entrepreneurship education not only has a direct influence on green entrepreneurial intentions but green entrepreneurial orientation is also able to mediate. This is also supported by research [28] which reveals that an environmentally friendly environment, entrepreneurial skills and ensuring accessibility and inclusiveness can shape students' innovative and proactive attitudes to conduct environmentally friendly entrepreneurship. The existence of this entrepreneurship education curriculum will increase students' orientation in choosing, determining, and analyzing the risks that will be faced so as to encourage the intention to become a green entrepreneur. There is an increase in knowledge, there will be an increase in intention with the encouragement of student orientation towards green entrepreneurs, this also needs to be an important note for every university, especially in the business education environment, to harmonize, facilitate, and make an inclusive educational environment so that it can produce young entrepreneurs who are able to benefit economically but still pay attention to the surrounding environmental ecosystem in order to become a sustainable business. This is supported by the opinion expressed by [3] which states that the existence of universities by providing facilities such as knowledge and environmentally friendly habits is an initial approach to increasing student intentions towards green entrepreneurs. The entrepreneurship education curriculum can increase student knowledge which encourages increased orientation in choosing, determining, and analyzing the risks that will be faced in entrepreneurship, this is considered capable of encouraging the level of student intensity towards green entrepreneurs.

#### **4.7 Effect of Self-Efficacy on Green Entrepreneurial Intention through Green Entrepreneur Orientation**

Based on the results of hypothesis testing in this study, it states that increasing self-efficacy in students will help increase students' orientation towards green entrepreneurship, which consequently increases students' green entrepreneurial intention. A high level of self-confidence can help students to have the courage to make a decision to carry out entrepreneurial activities, this is supported by the existence of a green entrepreneurial orientation that is proactive towards current environmental conditions resulting in decisions with innovative steps to take advantage of opportunities, this activity makes the level of student intention towards green entrepreneur higher because of the courage to take advantage of opportunities in realizing green entrepreneurial intentions. The results of this study are in line with research conducted by [1] showing the influence of self-efficacy and green entrepreneurial orientation on increasing student green entrepreneur intention. Green entrepreneur orientation has a mediating effect for sustainability which has a pro-active mechanism in dealing with environmental transitions, innovatively utilizing opportunities and analyzing the level of risk that exists so that the formation of student intentions towards green entrepreneur [3], [29]. Self-efficacy is the capacity of students with their level of ability to achieve their goals [27]. The existence of self-efficacy with full support from the environment can increase students' orientation towards green entrepreneurs with various business experiences carried out. So that self-efficacy is considered capable of increasing orientation which will result in a high level of student intention towards green entrepreneurship.

## **5 Conclusion**

The implementation of entrepreneur education has a positive and significant influence on green entrepreneurial intention. This is because, with students getting entrepreneur education courses, it will shape character and increase knowledge so that it can increase green entrepreneurial intention. Entrepreneur education has a role to shape the character and mindset of students so that it has a positive and significant influence on increasing green entrepreneur orientation in students. A high level of self-efficacy in students can trigger an increase in green entrepreneurial intention, because through high self-efficacy students can encourage innovation and make entrepreneurial decisions which include increasing students' green entrepreneurial intentions. Self-efficacy has a positive and significant effect on green entrepreneur orientation because with a high level of self-confidence students feel confident and able to face the challenges of entrepreneurship. Green entrepreneur orientation affects green entrepreneurial intention with a combination of proactive and innovative characters that increase students' intention for green entrepreneurship. Green entrepreneur orientation successfully mediates the relationship of entrepreneur education to green entrepreneurial intention, which means that the role of entrepreneur education is to improve the green entrepreneur orientation of students through the provision of theory and experience so as to increase green entrepreneurial intention. Green entrepreneur orientation also successfully mediates the relationship of self-efficacy to green entrepreneurial intention, through the level of self-confidence that can increase students' orientation to green entrepreneurs with the courage to make decisions so as to increase green entrepreneurial intention.

This study only used two independent variables, so it is hoped that further research will add variables that are not considered in this study. The coefficient value on hypothesis testing involving self-efficacy variables is relatively low, so it is hoped that further research can consider different research models to get new results.

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