JIKAP
Jurnal Informasi dan Komunikasi Administrasi Perkantoran
Vol. 9, No.4, Tahun 2025
Hlm. 403

Effects of entrepreneurship education and green entrepreneurial self-efficacy on green entrepreneurial intentions

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Abstrak

Penelitian ini bertujuan untuk mengetahui Pengaruh Entrepreneurship Education dan Green Entrepreneurial Self-Efficacy terhadap Green Entrepreneurial Intentions pada mahasiswa. Penelitian ini menggunakan pendekatan kuantitatif korelasional, dengan teknik pengambilan sampel yaitu stratified sampling dan incidental sampling. Sampel yang digunakan dalam penelitian ini adalah sebanyak 120 mahasiswa. Teknik pengumpulan data menggunakan kuesioner. Teknik analisis data yang digunakan adalah analisis dengan pendekatan PLS-SEM. Temuan penelitian ini menunjukkan bahwa entrepreneurship education berpengaruh positif signifikan terhadap green entrepreneurial intentions dan green entrepreneurial self-efficacy. Green entrepreneurial self-efficacy juga ditemukan memiiki pengaruh positif dan signifikan terhadap green entrepreneurial intentions mahasiswa. Selain itu, dengan pengaruh mediasi oleh green entrepreneurial self-efficacy diantara entrepreneurship education dan green entrepreneurial intentions menunjukkan hasil yang positif dan signifikan.

Kata kunci: efikasi diri kewirausahaan hijau; niat kewirausahaan hijau; pendidikan kewirausahaan

Abstract

This study aims to investigate the influence of entrepreneurship education and green entrepreneurial self-efficacy on green entrepreneurial intentions among university students. This research employed a quantitative correlational approach, utilizing stratified sampling and incidental sampling techniques. The sample consisted of 120 students, with data collected through questionnaires and analyzed using PLS-SEM approach. Findings indicate that entrepreneurship education has a significant positive effect on both green entrepreneurial intentions and green entrepreneurial self-efficacy. Green entrepreneurial self-efficacy was also found to have a positive and significant effect on students' green entrepreneurial intentions. Additionally, the mediation effect of green entrepreneurial self-efficacy between entrepreneurship education and green entrepreneurial intentions showed positive and significant results. These findings

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Citation in APA style: Endarwati, L.A. (2025). Effects of entrepreneurship education and green entrepreneurial self-efficacy on green entrepreneurial intentions. *Jurnal Informasi dan Komunikasi Administrasi Perkantoran, 9*(4), 403-413. https://dx.doi.org/10.20961/jikap.v9i4.103157

contribute to understanding the mechanisms through which entrepreneurship education influences sustainable business intentions and highlight the critical role of self-efficacy in fostering environmentally conscious entrepreneurial behavior among university students.

Keywords: entrepreneurship education; green entrepreneurial intentions; green entrepreneurial self-efficacy

Received May 30, 2025; Revised June 04, 2025; Accepted July 07, 2025; Published Online July 02, 2025

https://dx.doi.org/10.20961/jikap.v9i4.103157

Introduction

The issue of increasing societal entrepreneurial interest has significant impacts on national economic growth. A phenomenon arising from this issue is the asymmetry between economic growth and environmental quality. Ghifary et al. (2022) revealed that economic advancement and environmental preservation represent misaligned objectives. Research conducted by Khoiriyah (2021) indicates that public awareness regarding waste management and environmental cleanliness remains low. This low level of human resource awareness results in scarce interest and awareness toward sustainable business development in the future.

Hinderer and Kuckertz (2022) argue that various environmental pollution caused by industrialization activities necessitates business sector transformation toward environmentally friendly businesses or sustainable entrepreneurship (green entrepreneurship). Green entrepreneurship serves as the primary gateway for initiating sustainable development transformation, as it is considered a solution to environmental degradation (Sreenivasan & Suresh, 2023). Despite being an important solution for environmentally friendly economic sustainability, the green entrepreneurship concept remains unpopular in the economic industry (Wahyuningdyah & Susilowati, 2022).

Similar problems occur among university students. Based on preliminary survey data from 20 respondents—students from several study programs at the Faculty of Teacher Training and Education at Sebelas Maret University—60% of respondents stated they were not interested and did not want to start businesses adopting green entrepreneurship concepts. Furthermore, 75% of respondents admitted never hearing about green entrepreneurship concepts. From this preliminary survey, it can be concluded that green entrepreneurial intentions among Faculty of Teacher Training and Education students at Sebelas Maret University remain very low, requiring immediate efforts for improvement.

Green entrepreneurial intentions represent the integration of green entrepreneurship concepts with the term "intentions." Green entrepreneurship concept refers to entrepreneurship activities that consider all elements involved in entrepreneurship activities aimed at creating environmental benefits (Fadila et al., 2024). According to Agu et al. (2021), green entrepreneurial intentions represent mental conditions showing individual beliefs and commitments in efforts to build new businesses in the future while integrating economic, social, and environmental values. Individual thinking in achieving goals is influenced by attention and actions, so decisions to become entrepreneurs are formed through entrepreneurial experiences, attention, and actions (Nuringsih et al., 2022). From these explanations, green entrepreneurial intentions are interpreted as individual intentions and desires to start new businesses aimed at maintaining environmental sustainability while maximizing financial profits.

One factor suspected to influence green entrepreneurial intentions is entrepreneurship education. According to Alamsyahrir and Ie (2022), entrepreneurship education represents activity processes such as developing thinking patterns, instilling values and attitudes, skills, and entrepreneurship experiences to achieve entrepreneurship processes. Through entrepreneurship

education, students can acquire knowledge about green entrepreneurship, tending to generate student enthusiasm for starting their green entrepreneurship activities (Ediagbonya et al., 2024). Effective entrepreneurship education can increase awareness of environmental sustainability importance and inspire students to create innovative and environmentally friendly business solutions.

Another factor considered important is green entrepreneurial self-efficacy. Green entrepreneurial self-efficacy refers to individual beliefs in their abilities to succeed as green entrepreneurship practitioners (Alvarez-Risco et al., 2021). Students with high self-efficacy levels tend to have higher confidence and beliefs in facing challenges, making them more optimistic in achieving business goals (Sudimantoro et al., 2023).

Therefore, entrepreneurship education and green entrepreneurial self-efficacy factors are suspected to play roles in forming green entrepreneurial intentions among students (Li et al., 2023). Consequently, researchers aim to investigate further "The Influence of Entrepreneurship Education and Green Entrepreneurial Self-Efficacy on Green Entrepreneurial Intentions among Faculty of Teacher Training and Education Students at Sebelas Maret University." Research findings are expected to provide new insights for developing more effective learning strategies to enhance green entrepreneurial intentions among students.

Research Methods

This research was conducted at the Faculty of Teacher Training and Education, Sebelas Maret University, located at Jalan Ir. Sutami No. 36, Jebres. This study employed a quantitative correlational approach. The selection of quantitative approach with correlational methods was based on alignment with research objectives, namely analyzing relationships between established variables.

The research population involved all Faculty of Teacher Training and Education students at Sebelas Maret University from the 2021 cohort, totaling 1,966 students from 24 study programs. The research sample consisted of 120 students from 24 study programs. Sample calculation used A-Priori Sample Size methods. Data collection techniques employed closed questionnaires with 5-point Likert scales ranging from Strongly Disagree to Strongly Agree. Research instruments were adaptations from previous studies, with all variables adapting statement items from Mambali et al. (2024).

Three requirement tests were conducted. First, measurement model testing (outer model) including reliability tests, convergent validity, and discriminant validity. Second, model fit testing. Third, structural model testing (inner model) including R-square and Q-square. After obtained data met requirement tests, hypothesis testing was conducted using bootstrapping methods to determine t-statistic and p-values.

Results and Discussion

Research Results

Data analysis through PLS-SEM was conducted in four stages: measurement model testing (outer model), model fit testing, structural model testing (inner model), and hypothesis testing.

Measurement Model Testing (Outer Model)

Table 1 presents the convergent validity and reliability test results, demonstrating the measurement quality of all research constructs. Reliability measurement can be evaluated using Cronbach's Alpha (CA) and Composite Reliability (CR) values. Test results are considered reliable when Cronbach's alpha values > 0.7 and composite reliability values > 0.7 (Yovieta et al., 2022). As shown in Table 1, Cronbach's alpha values for each construct demonstrate good reliability, with all values exceeding the minimum threshold of 0.7. Green entrepreneurial intentions show Cronbach's alpha > 0.7 at 0.894, reflecting good construct reliability for measuring student green entrepreneurial intentions levels. Entrepreneurship education achieves Cronbach's alpha > 0.7 at 0.864, reflecting good construct reliability with consistent responses in entrepreneurship education variable

measurement. Similarly, green entrepreneurial self-efficacy shows Cronbach's alpha > 0.7 at 0.793, reflecting good construct reliability in measuring student green entrepreneurial self-efficacy levels.

Table 1
Convergent Validity and Reliability Test Results

Variable	Item	Loadings	CA	CR	AVE
Green Entrepreneurial Intentions (GEI)	GEI 1	0.834	0.894	0.922	0.703
	GEI2	0.843			
	GEI3	0.848			
	GEI4	0.842			
	GEI5	0.826			
Entrepreneurship Education (EE)	EE1	0.856	0.864	0.907	0.710
	EE2	0.847			
	EE3	0.840			
	EE4	0.828			
Green Entrepreneurial Self-Efficacy (GESE)	GESE1	0.835	0.793	0.879	0.707
	GESE2	0.858			
	GESE3	0.829			

Source: Primary data, processed by researcher (2025)

Composite reliability values for each construct exceed the minimum threshold of 0.7, interpretable as high construct reliability. Green entrepreneurial intentions show composite reliability > 0.7 at 0.922, reflecting good construct reliability in measuring student green entrepreneurial intentions levels. Entrepreneurship education shows composite reliability > 0.7 at 0.907, indicating that all items consistently measure entrepreneurship education. Similarly, green entrepreneurial self-efficacy composite reliability values reach > 0.7 at 0.879, strengthening construct reliability in representing student green entrepreneurial self-efficacy levels.

Convergent validity measurement can be evaluated using item loadings and Average Variance Extracted (AVE) values. Test results are considered valid when indicator loading values > 0.7 and AVE values > 0.5 (Theofadilla & Handoyo, 2024). Item loading values for all construct statements exceed recommended minimum thresholds of 0.7, indicating that all items have good validity in explaining their latent variables. Therefore, each statement item has strong correlations with their respective constructs. High item loading values indicate that each statement item effectively ensures accuracy levels in representing models.

Average Variance Extracted (AVE) values for all constructs also meet minimum thresholds of 0.5, supporting each construct's convergent validity. AVE values for green entrepreneurial intentions are 0.703, reflecting that constructs are well represented by their items. Entrepreneurship education shows AVE values of 0.710, confirming that all items can represent constructs well. Green entrepreneurial self-efficacy AVE values also show > 0.5 at 0.707, indicating that statement items can represent constructs well.

Discriminant validity testing can be conducted using Fornell-Larcker Criterion and Heterotrait-Monotrait-Ratio (HTMT) approaches. Variables are considered to pass discriminant validity tests when Fornell-Larcker criterion correlations between variables and themselves are higher than correlations between variables and other variables, with HTMT values < 0.9 (Theofadilla & Handoyo, 2024). Table 2 presents the Fornell-Larcker Criterion test results, assessing discriminant validity through correlation comparisons.

Table 2
Fornell-Larcker Criterion Test

	EE	GEI	GESE
EE	0.843		
GEI	0.745	0.839	
GESE	0.650	0.709	0.841

Source: Primary data, processed by researcher (2025)

Fornell-Larcker criterion testing requires square root AVE values for each construct to be higher than correlations with other constructs. In Table 2, square root AVE values for each construct are higher than correlations with other constructs, indicating that constructs are sufficiently different from each other, confirming that constructs have high discriminant validity. Table 3 presents the HTMT test results, providing additional validation of discriminant validity across all construct pairs.

Tabel 3
HTMT Test

	EE	GEI	GESE
EE			
GEI	0.842		
GESE	0.781	0.839	

Source: Primary data, processed by researcher (2025)

HTMT testing is conducted to further measure construct discriminant validity. HTMT ratios evaluate similarity levels between constructs with maximum thresholds of 0.9. In Table 3, HTMT values for all construct pairs are below 0.9 thresholds, confirming that constructs have adequate discriminant validity levels.

Model Fit Testing

Model fit testing is used to evaluate whether hypothesized models can represent observed data. Table 4 presents model fit test results, demonstrating the overall model quality and its alignment with observed data.

Tabel 4
Model Fit Test

	Saturated Model	Estimated Model
SRMR	0.064	0.064
d_ULS	0.319	0.319
d_G	0.191	0.191
Chl-square	133.719	133.719
NFI	0.852	0.852

Source: Primary data, processed by researcher (2025)

Standardized Root Mean Square Residual (SRMR) measuring saturated and estimated models can be considered model fit when values < 0.08 (Husodo, 2018). In this research, SRMR values show 0.064, interpretable as achieving acceptable fit levels. Therefore, models have low errors, so hypothesized models have good fit with data, meaning they can represent observed data.

According to the official Smart-PLS website, Unweighted Least Squares discrepancy (d_ULS) and Geodesic discrepancy (d_G) are not associated with any values (Ringle et al., 2024). The official Smart-PLS website also states that Chi-square values from proposed models do not provide sufficient information for assessing model fit, so Normed Fit Index (NFI) uses Chi-square values from null models as benchmarks (Ringle et al., 2024). NFI values compare proposed model fit with null models, where fit can be accepted when values > 0.8. Models are considered good fit when NFI values ≥ 0.9 and fit marginal when 0.8 ≤ NFI ≤ 0.9 (Utomo et al., 2023). In Table 4, NFI values reach 0.852, confirming that models have good data explanation capabilities. Therefore, NFI

values of 0.852 indicate that approximately 85.2% of data variance can be explained by developed structural models, concluding that models are considered fit.

Structural Model Testing (Inner Model)

Inner model testing in this research uses determination coefficient (R Square) and Q Square values. Table 5 presents the inner model test results, showing the explanatory power and predictive relevance of the structural model.

Tabel 5

Inner Model Test

	R-Square	R-Square Adjusted	Q^2
GEI	0.642	0.636	0.445
GESE	0.422	0.417	0.294

Source: Primary data, processed by researcher (2025)

R^2 values are used to measure explanation levels, where R^2 value boundary criteria are divided into three classifications: 0.19 as weak criteria, 0.33 as moderate criteria, and 0.67 as strong criteria (Musyaffi et al., 2022). In this research, R^2 values for green entrepreneurial intentions are 0.642, indicating moderate categories, concluding that approximately 64.2% of green entrepreneurial intentions variance is explained by exogenous variables entrepreneurship education and green entrepreneurial self-efficacy while remaining 35.8% is explained by other factors. R^2 values for green entrepreneurial self-efficacy are 0.422, indicating moderate categories, concluding that approximately 42.2% of green entrepreneurial self-efficacy variance is explained by exogenous variables entrepreneurship education while remaining 57.8% is explained by other factors.

Besides assessing explanation power, model predictive relevance is evaluated using Q^2 values. According to Musyaffi et al. (2022), Q^2 values have predictive relevance provisions of 0.02, 0.15, and 0.35 to indicate that models have weak, moderate, and strong predictive relevance levels. In this research, Q^2 values for green entrepreneurial intentions are 0.445, categorizable as strong prediction capabilities, concluding that 44.5% variance can be predicted by developed structural models. Q^2 values for green entrepreneurial self-efficacy are 0.294, categorized as moderate, concluding that 29.4% variance can be predicted by structural models.

Hypothesis Testing

To determine significance levels of influences given by exogenous variables on endogenous variables, hypothesis testing was conducted. Table 6 presents the hypothesis testing results, demonstrating the statistical significance and direction of relationships between research variables.

Table 6

Hypothesis Testing Results

		Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
H1	EE -> GEI	0.493	0.493	0.091	5.408	0.000
H2	GESE -> GEI	0.388	0.390	0.080	4.867	0.000
H3	EE -> GESE	0.650	0.655	0.055	11.829	0.000
H4	EE -> GESE -> GEI	0.252	0.257	0.062	4.056	0.000

Source: Primary data, processed by researcher (2025)

EE → GEI testing shows T Statistics > 1.96 at 5.408 and P Values < 0.05 at 0.000, so H_0 is rejected and H_1 is accepted. Original Sample (O) calculations show 0.493 values, stating positive relationships in EE → GEI testing. Therefore, entrepreneurship education has positive and significant effects on green entrepreneurial intentions. Test results reveal that hypothesis 1 "There is Positive and Significant Influence of Entrepreneurship Education on Green Entrepreneurial

Intentions among Faculty of Teacher Training and Education Students at Sebelas Maret University" has been proven true.

GESE → GEI testing shows T Statistics > 1.96 at 4.867 and P Values < 0.05 at 0.000, so H_0 is rejected and H_1 is accepted. Original Sample (O) calculations show 0.388 values, stating positive relationships in GESE → GEI testing. Therefore, green entrepreneurial self-efficacy has positive and significant effects on green entrepreneurial intentions. Test results reveal that hypothesis 2 "There is Positive and Significant Influence of Green Entrepreneurial Self-Efficacy on Green Entrepreneurial Intentions among Faculty of Teacher Training and Education Students at Sebelas Maret University" has been confirmed true.

EE → GESE testing shows T Statistics > 1.96 at 11.829 and P Values < 0.05 at 0.000, so H_0 is rejected and H_1 is accepted. Original Sample (O) calculations show 0.650 values, stating positive relationships in EE → GESE testing. Therefore, entrepreneurship education has positive and significant effects on green entrepreneurial self-efficacy. Test results reveal that hypothesis 3 "There is Positive and Significant Influence of Entrepreneurship Education on Green Entrepreneurial Self-Efficacy among Faculty of Teacher Training and Education Students at Sebelas Maret University" has been proven true.

EE → GESE → GEI hypothesis testing shows T Statistics > 1.96 at 4.056 and P Values < 0.05 at 0.000, so H_0 is rejected and H_1 is accepted. Original Sample (O) calculations show 0.252 values, stating positive relationships in EE → GESE → GEI testing. Therefore, entrepreneurship education has positive and significant effects on green entrepreneurial intentions through green entrepreneurial self-efficacy mediation. Test results reveal that hypothesis 4 "There is Positive and Significant Influence of Entrepreneurship Education on Green Entrepreneurial Intentions through Green Entrepreneurial Self-Efficacy Mediation among Faculty of Teacher Training and Education Students at Sebelas Maret University" has been confirmed true.

Discussion

First hypothesis testing results prove that entrepreneurship education has positive and significant effects on green entrepreneurial intentions. The first hypothesis indicates that when entrepreneurship education increases, green entrepreneurial intentions also increase. Therefore, entrepreneurship education is clearly needed to enhance green entrepreneurial intentions among students. This aligns with previous research by Blegur and Handoyo (2020), Fadila et al. (2024), Aeni et al. (2024), Santika et al. (2024), and Mambali et al. (2024). Entrepreneurship education has positive and significant influences on green entrepreneurial intentions among students. Through sustainability principle integration in curricula, relevant learning experience provision, and social and environmental responsibility value formation, this education empowers students to identify green entrepreneurship opportunities, develop innovative solutions, and have strong motivations to start businesses contributing to environmental sustainability.

Second hypothesis testing results prove that green entrepreneurial self-efficacy has positive and significant effects on green entrepreneurial intentions. The second hypothesis indicates that when green entrepreneurial self-efficacy increases, green entrepreneurial intentions also increase. Therefore, green entrepreneurial self-efficacy is clearly needed to enhance green entrepreneurial intentions among students. This aligns with previous research by Qadir and Chaudhry (2024), Ediagbonya (2023), Guo (2022), Maryani and Supardi (2023), and Mambali et al. (2024). Green entrepreneurial self-efficacy represents crucial psychological factors in encouraging green entrepreneurial intentions among students. Strong beliefs in self-abilities to succeed in green entrepreneurship directly influence student motivation, persistence, and perceptions of opportunities and challenges in this field.

Third hypothesis testing results prove that entrepreneurship education has positive and significant effects on green entrepreneurial self-efficacy. The third hypothesis indicates that when entrepreneurship education increases, green entrepreneurial self-efficacy also increases. Therefore, entrepreneurship education is clearly needed to enhance green entrepreneurial self-efficacy among students. Previous research consistently shows that entrepreneurship education plays important roles in increasing individual green entrepreneurial self-efficacy. Rahmanto et al. (2024), Le et al. (2023),

Li and Wu (2019), Soomro and Shah (2022), and Mambali et al. (2024) suggest positive and significant relationships between entrepreneurship education and green entrepreneurial self-efficacy.

Fourth hypothesis testing results prove that entrepreneurship education has positive and significant effects on green entrepreneurial intentions through green entrepreneurial self-efficacy mediation. The fourth hypothesis indicates that when entrepreneurship education increases, green entrepreneurial self-efficacy also increases, impacting green entrepreneurial intentions increases. Therefore, entrepreneurship education is clearly needed to enhance green entrepreneurial self-efficacy, which subsequently increases green entrepreneurial intentions among students. Research shows that entrepreneurship education not only increases green entrepreneurial intentions directly but also through deeper mechanisms. Research by Putra and Nugroho (2023), Maheswari and Kha (2022), Kabung'a (2023), Wu et al. (2022), and Mambali et al. (2024) found that green entrepreneurial self-efficacy shows positive and significant mediation effects on relationships between entrepreneurship education and green entrepreneurial intentions.

Conclusion

Based on research results, several conclusions can be drawn: (1) There is positive and significant influence of entrepreneurship education on green entrepreneurial intentions. Entrepreneurship education serves as a facilitator in introducing green entrepreneurship and is responsible for increasing student awareness toward environmentally sustainable businesses. (2) There is positive and significant influence of green entrepreneurial self-efficacy on green entrepreneurial intentions. Students with green entrepreneurial self-efficacy tend to have beliefs in solving environmental sustainability problems through entrepreneurship activities. (3) There is positive and significant influence of entrepreneurship education on green entrepreneurial self-efficacy. Environmental sustainability values obtained from entrepreneurship education equip students with insights and experiences regarding green entrepreneurship concepts. (4) There is positive and significant influence of entrepreneurship education on green entrepreneurial intentions through green entrepreneurial self-efficacy mediation. Students receiving entrepreneurship education will have extensive knowledge, insights, and experiences regarding green entrepreneurship. However, entrepreneurship education not accompanied by green entrepreneurial self-efficacy is insufficient for realizing and developing green entrepreneurship. Quality entrepreneurship education implementation will influence green entrepreneurial self-efficacy, triggering increased green entrepreneurial intentions among students. This research still has limitations that can serve as evaluation materials for future research. Higher education institutions are expected to develop entrepreneurship education implementation models more focused on sustainability concepts, so green entrepreneurship values are not only applied in entrepreneurship courses but also in non-entrepreneurship courses. Educators are also expected to integrate sustainability values in entrepreneurship learning module preparation and implement learning models capable of increasing student sustainability orientations. Students are expected to enrich knowledge regarding factors influencing green entrepreneurial intentions and strive to participate in realizing sustainable entrepreneurship activities by utilizing facilities provided by higher education institutions and actively participating in training to support green entrepreneurial intentions development. Future research should consider other variables influencing green entrepreneurial intentions, such as economic factors and government policies. Qualitative research should be used to gain deep understanding regarding student experiences and perceptions related to green entrepreneurship.

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