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GENERATING GREEN ENTREPRENEURIAL INTENTION THROUGH ENVIRONMENTAL ATTITUDE

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ABSTRACT

In line with the achievement of sustainable development goals (SDGs), environmentally friendly business is a new challenge in carrying out entrepreneurial activities. Research on the relationship between environmental attitudes and the formation of student intentions in green entrepreneurship is necessary. Entrepreneurship students at the Faculty of Economics and Business, Universitas Tarumanagara, were involved as respondents (n = 280) using a convenience sampling technique. The purpose of this study was to determine students' intentions in green entrepreneurship activities by considering environmental attitude variables proxied through the New Ecological Paradigm (NEP) in the preparation of instruments. The results of the validity test showed that only 10 indicators could be maintained as a measure of environmental attitudes with a Cronbach's Alpha of 0.892 and a composite reliability of 0.911 so that both were in the satisfactory category. The results of structural regression testing show a significant effect of environmental attitudes on green entrepreneurship intentions at a significance level of 5 percent. R-square of 24.60 percent indicates the large contribution of environmental attitudes to this intention. The mechanism of the relationship between attitudes and intentions is in accordance with the theory of planned behavior while the transformation in the aspect of environmental sustainability is in line with the triple bottom line theory. Based on these results, it can be adapted to an educational approach or involving stakeholders in an entrepreneurship learning approach as a support for achieving Indonesia's SDGs in 2030.

Keywords: *Environmental attitude, green entrepreneurship, intention*

1. INTRODUCTION

As an institution that contributes to entrepreneurship learning, the role of educational institutions is needed in educating entrepreneurship, including green entrepreneurship. The development of this model has gone through long stages but is based on the threat of climate change which disrupts human well-being. Therefore, we need an economic model that is relevant to global environmental changes through a green economy. In line with UNEP (2011) the hope of a green economy is to realize a low-carbon economy, save resources, and social inclusion so that the role of the green economy supports the acceleration of the SDGs agenda in 2030. The role of educational institutions is needed in socializing the green economy and encouraging implementation and adaptation to climate change through Green Entrepreneurship (GE).

This model is a unification of economic growth orientation with environmental conservation. If traced in the last 20 years there have been at least five momentums as the stages of transformation into GE. (1) Millennium Development Goals (MDGs) in 2000 with one of the aims of ensuring environmental sustainability. (2) Earth Summit in 2012 or 20 years after Rio de Janeiro (Rio+20) with the idea of a green economy in the context of sustainable development and poverty eradication. (3) United Nations Frameworks Convention on Climate Change (UNFCCC) in Paris in 2015 with the aim of curbing the rate of increase in

global temperatures and adaptation to climate change. (4) Agreement on Sustainable Development Goals (SDGs) as a continuation of the MDGs with a timeframe of achieving 2030. (5) The G-20 presidency in 2022 will realize "Recover Together, Recover Stronger" after the Covid-19 pandemic. This is a commitment to world recovery and sustainability by prioritizing green economic growth. These moments effort to realize social welfare by harmonizing economic growth and the environment. Implementation of sustainability thinking in entrepreneurial activities is shaped through GE.

According to the United Nations Department of Economic and Social Affairs (UNDESA) report, it is stated that entrepreneurship development has an important impact on achieving sustainable development goals, including: decent work and economic growth (SDGs-8), reducing poverty (SDGs-1), overcoming hunger (SDGs-2), gender equality (SDGs-5), reducing the inequalities (SDGs-10), and governance system (SDGs-16). In line with the green economy, presenting harmony with the SDGs related to climate change (SDGs-13), life below water (SDGs), and life on land (SDGs-15). Through a business model oriented towards environmental sustainability, it encourages economic growth in line with respecting for the environment. GE's implication contributes to the achievement of social welfare as well as environmental preservation.

The ideal description of green entrepreneurship is understood through several definitions. The basic understanding refers to Dean & McMullen (2007) stated "GE as a process for defining and exploiting existing economic opportunities that are environmentally compatible with market failures". More clearly, Farinelli (2011) directs the existence of green entrepreneurs to mitigate the effects of human activities on the environment and global problems. According to Uslu et al., (2015), GE prevents adverse effects through recycling, using renewable energy sources or developing organic products in the agricultural and livestock sectors. Mathur & Tandon (2016), GE addresses environmental problems, global warming and resource crises. These statements agree with Alvarez-Risco et al, (2021) which has a positive impact to the environment. This role starts from looking for niche market opportunities due to market failure to the importance of awareness of climate change solutions. Understanding this concept is a concern for entrepreneurs, including nascent entrepreneurs, so that global issues become an important stage in their entrepreneurship.

Conceptually, these conditions need to be understood and implemented in business activities. For students or young entrepreneurs, considering the harmony between economic and environmental aspects is an important thought in the era of sustainability. This aspect is expected to become a green commitment and new challenges in running an entrepreneurial activity. However, in entrepreneurial practice there are still business activities that have not fully placed environmental sustainability aspects as part of business ethics. Limited knowledge causes a slow response to environmental problems thus indicating limitations in business planning. As a stakeholder in entrepreneurship education, it is felt necessary to understand student attitudes as a stage of preparing for pro-environmental character. This aspect is the gap between the ideal conditions expected of student attitudes and the reality of their attitude towards the environment in an effort to shape student character as green entrepreneurship pioneers.

This is in line with prior studies e.g., Fanea-Ivinovici & Baber (2022), Amankwah & Sesen (2021), and Masjud (2020) stated that universities as educational institutions can give birth to prospective entrepreneurs so they should provide support for environmental solutions. As an educated community, it is very important that students are targeted for education on eco-

friendly business. In line with the strategic issues, the initial study built a model of entrepreneurial intention behavior by adopting SDGs through transformation as an environmental attitude. Determinant attitude proved to be significant as a predictor of pro-environment intention (Tonglet et al., 2014), sustainability engagement (Schick et al., 2005), and Koe et.al., (2015) transformed into a sustainability attitude as predictor of propensity for sustainable entrepreneurship. Similar results have been proven in some studies, e.g., Majid et al., (2017), Atav et al., (2015), and Sudyasjayanti (2017) with various test models. Attitude in the context of GE shows the level of individual (personal) confidence in positively or negatively assessing the eco-friendly entrepreneurial model. This perception may be differ from the understanding of entrepreneurship in general. Referring to the New Ecological Paradigm as a parameter of one's attitude towards environmental conservation so that it is adopted as an environmental attitude instrument in Turkey (Atav et al., 2015), Indonesia (Surabaya) (Sudyasjayanti, 2017), and Malaysia (Koe et al., 2014). The formation of a positive attitude is important to foster student interest in GE. Based on these reasons, it is considered as antecedent to predict intention.

In the context of entrepreneurial behavior, Astuti & Martdianti (2012) have proven a significant effect of attitude on intention to study in Indonesia. Referring to the theory of planned behavior (TPB) climate change education approach to prospective entrepreneurs and its relevance to entrepreneurial activity can foster an attitude of caring for the environment to growth interest in GE. Moreover, GE has a close relationship with sustainability issues, so it is relevant to be analyzed with the theory of triple bottom line (TBL) such as "people, planet, profit". TBL and sustainability are in harmony so both are often used interchangeably in the literature (Alhaddi, 2015). The thought of growing intention at GE aligns line with TBL in an effort to foster entrepreneurial responsibility towards environment. In line with the limitations in understanding green entrepreneurship in the entrepreneurship learning process at the university level, the research question in this study are as follows: does environmental attitude have a positive effect on student intentions in green entrepreneurship? Based on the research question is tested to the hypothesis.

Basically, social media provides information about best practices in eco-friendly business and the effects of climate change on human welfare. Disasters such as droughts, floods, heat waves, landslides and extreme weather have occurred in several places in Indonesia. In the same situation environmental damage starts from deforestation, forest burning, air pollution, rivers to the sea so that Indonesia becomes one of the largest non-organic waste producing countries in the world such as plastic packaging, Styrofoam boxes, and the like. This situation is even more sensitive because Indonesia as one of the countries that has the largest tropical rain forest as the world's lungs, so that it is increasingly being highlighted related to environmental issues. This situation is suspected as one of the triggers for environmental damage, even though it may not necessarily occur in that context. Along with economic growth, it is necessary to balance it with ecosystem sustainability such as the green economy and SDGs expectations. Based on these reasons, the results serve as suggestions for educational institutions in increasing student creativity and innovation in eco-friendly business through collaboration with stakeholders.

2. RESEARCH METHOD

This research design establishes a causal relationship between environmental attitude as an independent variable and green entrepreneurial intention as the dependent variable. Descriptive and quantitative analysis based on primary data distributed to respondents. The

population of this study were students of the Faculty of Economics and Business, Tarumanagara University. Selection of the sample by convenience sampling with a total sample of 280 respondents. Data collection in March-April 2022.

Table 1 shows the preparing indicator. The measurement of green entrepreneurial intention was adopted from the Entrepreneurial Intention Questionnaire (Linan & Chen, 2006). This instrument was improved to measure the same construct in the study of (Koe et al., 2014), so at least it was valid and reliable when was tested in Taiwan, Spain, and Malaysia. Measuring intentions includes desire, self-prediction, and behavioral intention (Linan & Chen, 2006). Six indicators are used to measure green entrepreneurial intention, while 14 indicators are used to measure environmental attitude which are translated through the New Ecological Paradigm.

Table 1. Variable Measurement Reference

Variable	Score of Cronbach's Alpha		
Environmental Attitude	Koe et al., (2014) 0.74	Koe et al., (2015) 0.80	Atav et al., (2015) 0.60
Green Entrepreneurial Intention	Linan & Chen (2006) 0.89	Koe et al., (2015) 0.92	Koe et al., (2014) 0.90

Source: Developed by Author

The indicators were translated into questionnaires which were then distributed and filled in by the respondents themselves. Respondents were given the opportunity to choose one option from 1 (not very important) to 4 (very important). The reason for using these numbers is to make it easier for respondents to determine the type of choice so that they can give an accurate assessment or avoid ambiguity. Using an ordinal scale with the function of classifying and assigning a level (rank) to each subject based on the quantity or level of the subject's ownership of the characteristics being measured.

Reliability testing to identify the extent to which measurement results (contracts) are reliable in measuring concepts. A reliable instrument is an instrument can provide relatively similar measurement results if the instrument is used to measure the same variable at two or more different times under more or less the same conditions. To measure the accuracy of the concept measurement scale using AVE, Cronbach's alpha, and composite reliability. In exploratory research, the minimum criterion for composite reliability is 0.60, while in confirmatory research it is 0.70. Cronbach's Alpha and composite reliability values were 0.70 (acceptable), 0.80 (satisfactory) and 0.90 (very satisfactory). The data analysis technique uses structural regression in the form of outer and inner models. Hypothesis testing uses the t test with a significance level of 5 percent. Data processing uses Smart-Pls software to identify bootstrapping results and hypothesis testing.

3. RESULTS AND DISCUSSIONS

Respondents' Profile

The research subjects were students who had received entrepreneurship education. Overall involving as many as 280 respondents consisting of 60 percent female respondents while 40

percent were male students. As many as 80 percent do not have a business yet, but there are around 13 percent of students starting their business, while 7 percent already have a business. The results indicate that 20 percent of the respondents already have a positive response to entrepreneurial action. 42 percent of students participate in environmental preservation activities while 58 percent of students have not been involved in similar activities. This shows the profile variation among respondents.

Validity and Reliability Testing Results

Table 2 produces a Cronbach's Alpha greater than 0.70 on the green entrepreneurship intention and environmental attitude variables. Other evidence of reliability is seen in the Composite Reliability value above 0.70 so that the two instruments are declared reliable.

Table 2. Results of Testing Validity and Reliability

<i>Indicator and Code</i>	<i>Loading</i>	<i>T-Stat.</i>	<i>Reliability</i>	<i>AVE</i>
EA2 _If it is not maintained nature will be damaged	0.667	10.911	$\alpha = 0.892$ CR = 0.911	0.507
EA3 _Limiting the right to use natural resources	0.680	14.826		
EA4 _Giving chance for flora and fauna to survive	0.697	13.345		
EA5 _Damaging the environment will bring disaster	0.764	20.324		
EA8 _The earth has limited space and natural resources	0.725	20.331		
EA9 _Humans as subjects of nature conservation regulations	0.752	20.795		
EA10 _Humans overexploited natural resources	0.666	15.841		
EA12 _There is a terrible abuse of the environment	0.701	15.892		
EA13 _Earth has unlimited natural resources	0.729	18.068		
EA14 _Lots to learn from how nature works	0.733	15.869		
Green1 _Ready to do anything to be	0.653	9.986	$\alpha = 0.784$ CR = 0.852	0.536
Green2 _Have professional goal	0.769	18.426		
Green4 _Determined to create	0.731	17.284		
Green5 _Have seriously thought of in	0.774	22.715		
Green6 _Have firm propensity	0.725	19.224		

Note: EA: Environmental Attitude; Green: Green Entrepreneurship Intention

Source: The Results of Data Processing

AVE values above 0.50 meet the criteria. The validity of the instrument is used to measure what should be measured in order to determine the feasibility of the question items in defining a variable. For convergent validity, the loading factor value of each latent variable produces an indicator above 0.60 so that the remaining 15 indicators.

Table 3. The Result of Path Coefficient

<i>Path</i>	<i>Path Coefficient</i>	<i>t-Statistics</i>	<i>p-Value</i>	<i>Status</i>
Environmental Attitude → Green Entrepreneurial Intention	0.496	10.825	0.000	Accepted
R Square: 0.246; Adjusted R Square: 0.243				

Source: The Results of Data Processing

The model was tested for significance level through bootstrapping with the results showing that environment attitude significantly and positively affects students' intentions in green entrepreneurship. Thus the hypothesis is accepted with a significance level of 5 percent. The R-Square value is 0.246 while the Adjusted R Square is 0.243. It means that 24.60 percent variation of green entrepreneurial intention is influenced by variation of environment attitude while 75.40 percent is influenced by other variables. The results show that environmental attitude contributes almost 25 percent to green entrepreneurial intention. This logic is acceptable because this research model only involves one variable in predicting the intention. According to Table 3, it shows a p-value of 0.000 so the hypothesis is accepted at 5 percent Alpha.

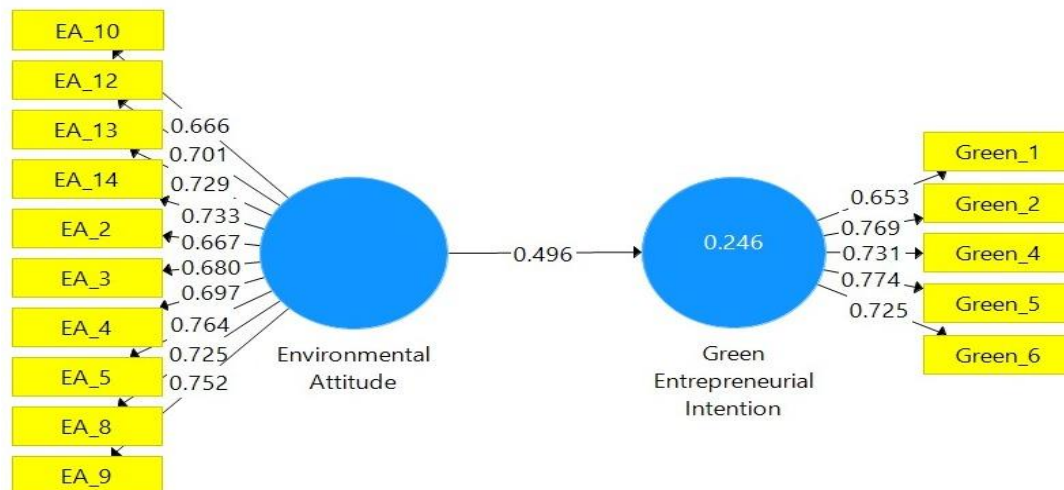


Figure 1. The Result of Bootstrapping
Source: The Results of Data Processing

Based on bootstrapping, there are valid indicators, namely 10 indicators of environmental attitude and 5 indicators of green entrepreneurial intention. The results of the reliability test are in accordance with previous studies such as: Linan & Chen (2006) with Cronbach's Alpha 0.891. Koe et al., (2015) with Cronbach's Alpha 0.92 and Koe et al., (2014) with Cronbach's Alpha 0.90. These scores show above 0.70 while the composite reliability produces a score above 0.80 while the Cronbach Alpha is above 0.70.

Discussion

The results prove that there is a significant relationship between environmental attitude and green entrepreneurship intention. Based on this efforts can be made to encourage this attitude so that entrepreneurship education and learning at the university can contribute to the creation of eco-preneurs in Indonesia. In particular, environmental attitude is relevant to studies (Atav et al., (2015) in Turkey with variations occurring in several indicators. The results of Sudyasjayanti's (2017) study on students at Ciputra University, Surabaya also show that there is variation in the validity of the indicators. Meanwhile, regarding the correlation between attitudes and intentions are in accordance with the results of research in Malaysia (Koe et al., (2014) that environmental attitude has a significant influence on green entrepreneurship intention. Certainly, the relationship pattern between attitudes and entrepreneurial intentions can improve the formation of the same pattern in the study ten years ago (Astuti & Martdianti, 2012). These results prove the effect of the adaptation process in the context of

affective, cognitive, and behavior among students in the era of achieving sustainable economic development. The role of attitude forms a positive assessment of environmental sustainability.

It aligns with the mechanism in TPB (Ajzen, 1991) which stated that attitude is one of the factors forming intentions so that the formation of an environmental attitude means that a positive assessment of sustainable development and environmental sustainability is formed. When given a facility or opportunity, it has the potential to increase student behavior intention in GE. Along with this context, by increasing student attitudes towards sustainability issues, the perceived on green business will be formed and appreciate the triple bottom line. Environmental attitude can be carried out by involving among students in environmental preservation programs that are relevant to entrepreneurial activities, e.g., green champagne, green packaging, green innovation, or green education.

One form of this program that has been implemented is the student exchange from the Faculty of Economics and Business, University of Tarumanagara with students from Tunjku Abdul Rahman University College (TAR UC) in Malaysia. As shown in Figure 2, the activities were carried out in December 2019, at which time the Covid-19 pandemic had not yet reached the Southeast Asian region, so activities in Penang and Jakarta could still be carried out safely. During the pandemic, student exchange activities were carried out online with campuses in the country and abroad. Student enthusiasm for participating in this activity has increased in line with the “Merdeka Belajar Kampus Merdeka” or MBKM program initiated by the Ministry of Education and Culture of the Republic of Indonesia.



Figure 2. Activities in the Student Exchange
Source: Author

The activity was attended by 20 students and 4 accompanying lecturers from Tarumanagara University. The one-week student exchange program focuses on providing SDGs which can foster an environmental attitude among students. In this debriefing, students met with several founders of companies in Malaysia with sustainable business orientation. This is done with the aim of inspiring students and providing clear evidence that doing business can generate economic benefits, benefit the environment and improve people's quality of life in line with

the 3Ps concept (Profit, Planet, and People). Through this program students get new information regarding SDGs and examples of implementation in business activities.

In exchange activities, students are given training in designing and presenting a business idea that follows at least one of the 17 SDGs. The combination of theoretical provision accompanied by implementation can train and shape students' mindsets to implement green entrepreneurship. In addition to the debriefing in the classroom, students also visit environmental conservation sites such as "The Habitat" with the aim that this experience can improve their environmental attitude. Through this model, it provides positive benefits for students, especially with regard to socio-cultural and educational aspects about the balance between the economy and the environment. It is hoped that a similar program can be repeated so that stakeholder collaboration is needed to provide insight for students regarding SDGs and GE.

The SDGs agenda is a follow-up to the MDGs which includes 17 targets to realize the welfare of the global community. The goals are: "No poverty, zero hunger, good health, and well-being, quality education, gender equality, clean water, and sanitation, efficient and clean energy, decent work and economic growth, industry, innovation, and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate changes, life below water, life on land, peace, justice, and strong institutions, and partnership for the goals". The overall target is divided into three domains: social, economic and environmental or triple bottom line. As mentioned by (Kessler, 2013; 902), this framework is designed to motivate business leaders to identify value, make investment decisions, calculate and manage TBL domains and take into account the relationship between value creation and potential destruction in the these domains. This thought is in line with TBL. It must be understood by students to support the formation of environmental attitudes and ultimately form intentions in GE.

The shaping of attitudes is related to psychological and personal processes. It is not so easy to form attitudes in a person. Based on the two previous studies, various indicators were found in measuring environmental attitude. In the context of sustainable attitudes, the previous study (Nuringsih & Nuryasman, 2020) found nine valid indicators with the highest loading factor value (0.765) while the lowest (0.393). Even though it is low, the indicator is not delayed so as not to interfere with the measurement of the construct. The Cronbach alpha value is 0.799 or close to 0.80 so it is in the acceptable category. Respondents involved 120 micro and small business owners. The next study (Nuringsih & Nuryasman, 2021) involved 215 high school students as respondents by producing nine valid indicators but with a different formation from the previous study. The highest loading factor value (0.776) while the lowest (0.383). The Cronbach alpha value is 0.778 so that it is in the acceptable category. Compared to the two studies, the result of current study is better because it can maintain 10 indicators with a loading factor above 0.60 while Cronbach Alpha 0.892 and composite reliability 0.911 in the satisfactory category.

This study shows 42 percent of students who involved in pro-environmental activities while five indicators have a loading factor score of very less than 0.5. These indicators are: (1) EA1_ Anticipating natural damage by minimizing the negative impact of business activities, (2) EA6_Experience dealing with natural disasters as a valuable lesson, (3) EA7_The news about the environmental crisis is considered excessive, (4) EA11_The number of humans on earth is approaching its maximum, and (5) Green3_Make efforts to avoid conflict with the community and reduce environmental damage. Furthermore, some efforts are needed to

synergize between entrepreneurship learning models, green business practices, and other parties from NGOs (e.g., the Wahana Lingkungan Hidup or other green communities). Students will be more open minded and aware of the importance of GE. Through the MBKM program, student can collaborate with stakeholders to understand the best practices in building eco-friendly businesses and gain various knowledge or other benefits related to GE. This mechanism is a subjective norm which is a complement to the antecedents of intention in TPB.

4. CONCLUSIONS AND SUGGESTIONS

It can be concluded that there is a significant positive influence between environmental attitude and green entrepreneurial intention. This shows that if efforts are made to encourage attitudes through entrepreneurship education, it can increase student intentions in green entrepreneurship. These results proved theoretically the intention that in the context of TPB, it was stated that attitude is one of the factors that shape intention so that the formation of an environmental attitude means that there is a positive assessment of sustainable development and environmental sustainability. If efforts are made to encourage this attitude it has the potential to increase student interest towards GE. This mechanism indicates the appreciation of the harmony between economic and environmental and social orientations or the triple bottom line.

The next studies can examine differences in the characteristics of business start-up ownership or involvement in social-environmental activities. This approach makes a mapping between: (1) the level of business ownership and the level of attitude towards the environment, (2) the level of business ownership and the level of entrepreneurial intention, (3) the level of involvement with pro-environmental activities and the level of attitude towards the environment, and (4) the level of engagement with pro-environmental activities and level of entrepreneurial intention. There are four alternative studies that can be carried out to find out in which quadrant students' attitudes and intentions tend to dominate. Based on these results, it can be adapted to an educational approach or stakeholder involvement in an entrepreneurship learning approach.

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