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Mediating Role of Green Entrepreneurial Orientation Between Entrepreneurship Education and Academic Support on Green Entrepreneurial Intention

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Abstract

This study aims to analyze the impact of entrepreneurship education and academic support on green entrepreneurial intention, analyzing the role of mediation green entrepreneurial orientation between entrepreneurship education and academic support of green entrepreneurial intention. This study is a quantitative study. The sample of this study were 395 student Faculty of Economics and Business at three universities in Indonesia, namely the Universitas Indonesia (UI), Universitas Negeri Semarang (UNNES), and the Institut Pertanian Bogor (IPB). Analysis techniques use modeling Structural Equation Models. The results of the study state that entrepreneurship education and academic support influence green entrepreneurial intention. Besides that, green entrepreneurial orientation can mediate between entrepreneurship education and educational support for green entrepreneurial intention. The implications of this study are to help educational institutions in designing programs from the curriculum side, increasing academic support and collaboration with industries that focus on green entrepreneurship. In this context, educational institutions are more effective in encouraging students to have the intention to engage in green entrepreneurship, so that they can contribute to sustainable development.

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INTRODUCTION

Higher education or university is critical in giving education and solutions for a continuity environment and synergizing with a green economy to accelerate sustainable development in 2030. Universitas Indonesia (UI), Universitas Negeri Semarang (UNNES), and the Institut Pertanian Bogor (IPB) is the campus that echoes and implements draft conservation in operating tridharma perguruan tinggi. Implementation education, research, and community service are based on the conservation of application values. This campus conservation aligns environmental, social, and economic aspects to create a friendly campus environment that is still productive with an atmosphere of comfortable campus activity. Draft conservation is very relevant to the development of eco-entrepreneurship.

The role of universities, through education eco-entrepreneurship, in the implementation process must synergize curriculum learning at the university level with sustainable development growth (SDGs) to provide literacy about green entrepreneurship as a solution for a continuity environment (Masjud, 2020). Through this approach, the student is educated in designing a business model by the SDGs to grow the intention of students in green entrepreneurship (Raith & Siebold, 2018). A new mindset in learning at college is required to form milestones in developing a green entrepreneurship ecosystem.

Education about the green economy as an approach to facing the climate of risk change is essential, so the businessman's role is essential in realizing hope. Research (Marín, et.al, 2019) proves economic development moderates the background behind education with social entrepreneurial orientation. Mechanisms show that the economy's condition strengthens orientation to social entrepreneurship, especially for the educated, or on the contrary. For institutions of education, study the description of the proximity connection between the development economy and formation orientation entrepreneurship. Relevance the support understanding green economy for makes awareness with a business model friendly environment.

This is a commitment and should inspire the student so that in operating activity, entrepreneurs always prioritize growth economy green. An entrepreneurial university should support green growth through education and green entrepreneurship. In context, Amankwah & Sesen (2021) proves university education supports students' intentions and behavior toward green entrepreneurship. Campus sustainability grows behavior sustainability among students (Fanea-Ivanovici & Baber, 2022). System supports, including educational support, are necessary to push design-thinking students on business model development (Alvarez-Risco et.al, 2021). Competence-based ecology, economics, and entrepreneurship are needed for students (Anghel & Anghel, 2022). Mechanism of the complete learning entrepreneurship so that SDGs become a new agenda development entrepreneurship.

Thinking students reach objectives influenced by attention and action so that they decide to become businessmen formed through experience, attention, and entrepreneurial action. In terms of this, learning entrepreneurship and supporting campus will impact the formation soul entrepreneurship. In terms of not this one only studies entrepreneurship in a general way, however phenomenon of green entrepreneurship is very necessary studied mainly on labeled campuses conservation. This is also confirmed by Harianti et.al (2020), Ikhtiagung & Soedihono (2018) stated that study green economy in Indonesia Still limited , mostly researcher study related with entrepreneurship and MSMEs in general.

Furthermore, Hasmidyani et.al, (2022) states that TPB studies have been conducted Indonesia researchers. However, research has been undertaken more extensively to analyze how personal attitude, subjective norms, and perceived behavioral control influence intention entrepreneurship in a direct way. Preparation of the TPB model with variable mediation or variable other is still limited.

State the art and novelty in this study is the researcher's interest. For study use, modeling new combinations between the theory of planned behavior (TPB) was adopted from Ajzen & Fishbein (1980) with variable entrepreneurship education and academic support. The use of the TPB model is very relevant to the attitudes and behaviors that emerge with entrepreneurship education and academic support from educational institutions. The renewal side, other from research to be done is green entrepreneurial orientation is created as variable mediation between entrepreneurship education and academic support for green entrepreneurial intention. Related research on green entrepreneurship intention that has been done shows indication of inconsistency as a research gap in the study this is because differences in modify the model. Empirical research to explore influence of education entrepreneurship and support academics Still inconsistent between study other Harianti et.al (2020),Ikhtiagung & Soedihono (2018), Aryaningtyas (2018), Aryaningtyas & Palupiningtyas (2017), Kusmintarti et.al (2017) states that education entrepreneurship and academic support form intention entrepreneurship. Further Amankwah & Sesen (2021), Alvarez-Risco et.al (2021), Fanea-Ivanovici & Baber (2022) prove academic support from intentions and behavior students on green entrepreneurship and campus sustainability grow behavior sustainability in entrepreneurship among students. However according to Alvarez-Risco, et.al (2021), the intention of entrepreneurship allegedly caused by the lack of example and support from parents No caused by academic support or factor eye studying entrepreneurship from side entrepreneurship education that students have taken. Morefurther, according to Nandamuri (2016), the role of parents in matters Is allegedly a powerful influence when students want to become entrepreneurs. On the other hand, Manik & Kusuma (2021), Koe (2016), Koe et.al (2020), Buli (2017), Criado-Gomis et.al (2017) entrepreneurial orientation variable influential significant in push intention entrepreneurship sustainable green entrepreneurial intention. The aim of this study is to analyze the mediating role of green entrepreneurial orientation between entrepreneurship education and academic support on green entrepreneurial intention. Based on study theory, the hypothesis in research this namely:

H1: There is an influence of entrepreneurship education on green entrepreneurial intention.
H2: There is an influence of academic support on green entrepreneurial intention.
H3: There is an influence of entrepreneurship education on green entrepreneurial orientation.
H4: There is an influence of academic support on green entrepreneurial orientation.
H5: There is an influence of green entrepreneurial orientation on green entrepreneurial intention.
H6: There is an influence of entrepreneurship education on green entrepreneurial intention through green entrepreneurial orientation.
H7: There is an influence of academic support on green entrepreneurial intention through green entrepreneurial orientation.

METHODS

This research used study quantitative. This research involve student from 3 universities in Indonesia, namely the Universitas Indonesia (UI), Universitas Negeri Semarang (UNNES) and the Institut Pertanian Bogor (IPB). Subject study based on the development of green entrepreneurship in each university.

The sampling technique used proportional random sampling and the sample size in this study used the Slovin formula. The population of this study was 30.003 students. Sample of this study totaling 395 students.

Data collection techniques use questionnaire. This research used Partial Least Squares Structural Equation Modeling in analyzed the data and used Warp PLS 7.0. According to Ferdinand (2000) in a complete SEM modeling, the following steps need to be taken, namely (a) developing a research model by seeking strong theoretical support through a

series of scientific exploitation through a party review in order to obtain justification for the theoretical model to be developed; (b) developing a flow diagram; (c) converting the flow diagram into an equation; (d) selecting the input matrix and model estimation. SEM is a covariance-based analysis tool; (e) identifying the possibility of identification problems; (f) evaluating the goodness of fit criteria. In this step, the suitability of the model is evaluated, through a review of various goodness-of-fit criteria.

Table 1. Distribution of Sample

No	University	Distribution of sample
1	UI	10474/30003 x 395 = 138
2	UNNES	11290/30003 x 395 = 149
3	IPB	8240/30003 x 395 = 108
Total sample		395

Source: Processed data (2024)

Table 2. Combined Loadings and Cross-Loadings

	EE	AS	GEO	GEI	Type (a	S.E	P value
EE1	0.539	-0.289	-0.100	0.038	Reflect	0.141	<0.001
EE2	0.058	0.334	0.046	0.007	Reflect	0.180	0.002
EE3	0.534	-0.038	-0.097	-0.196	Reflect	0.142	<0.001
EE4	-0.842	-0.055	-0.133	-0.022	Reflect	0.121	<0.001
EE5	0.420	0.264	-0.021	0.157	Reflect	0.150	0.001
AS1	0.131	0.789	-0.077	-0.083	Reflect	0.125	<0.001
AS2	-0.011	-0.106	0.688	-0.083	Reflect	0.176	0.001
AS3	-0.127	0.680	0.299	0.506	Reflect	0.132	<0.001
AS4	-0.027	0.692	-0.101	-0.416	Reflect	0.131	<0.001
GEO1	0.016	-0.154	0.762	-0.126	Reflect	0.126	<0.001
GEO2	0.089	0.161	0.631	0.176	Reflect	0.135	<0.001
GEO3	0.531	-0.025	0.083	-0.444	Reflect	0.178	0.002
GEO4	0.027	-0.073	-0.706	-0.262	Reflect	0.130	<0.001
GEO5	0.271	0.097	-0.343	0.153	Reflect	0.156	0.001
GEI1	0.104	0.183	0.005	0.625	Reflect	0.135	<0.001
GEI2	0.307	-0.703	-0.005	0.132	Reflect	0.174	0.003
GEI3	0.207	0.106	0.107	-0.827	Reflect	0.122	<0.001
GEI4	0.274	0.576	0.050	0.099	Reflect	0.177	0.001
GEI5	-0.307	-0.028	0.241	0.103	Reflect	0.176	0.001
GEI6	0.117	0.016	0.093	0.605	Reflect	0.137	<0.001

Note: entrepreneurship education (EE); academic support (AS), green entrepreneurial orientation (GEO); green entrepreneurial intention (GEI)
Source: Processed data (2024)

RESULT AND DISCUSSION

Testing validity can seen from results data processing on scores indicator with score the construct with criteria loading factor value of every indicator > 0.70 and p-value < 0.05 so that each indicator is declared valid.

In evaluating structural (inner model) which includes model suitability tests, path coefficient, and R2. In the model fit test there are 3 indices testing, ie average path coefficient (APC), average R-squared (ARS) and average variance factor (AVIF) with APC and ARS criteria are accepted with p- value < 0.05 and AVIF < 5.

Table 3. Model Fit and Quality Indices

Model Fit and Quality Indices	Results	Fit Criteria	Representation
Average path coefficient (APC)	0.387	P=0.002	Good
Average R-squared (ARS)	0.350	P<0.003	Good
Average adjusted R-squared (AARS)	0.288	P<0.02	Good
Average block VIF (AVIF)	1.081	acceptable if <= 5, ideally <= 3.3	Ideal
Average full collinearity VIF (AFVIF)	1. 188	acceptable if <= 5, ideally <= 3.3	Ideal
Tenenhaus GoF (GoF)	0.331	small >= 0.1, medium >= 0.25, large >= 0.36	Ideal
Sympson's paradox ratio (SPR)	1	acceptable if >= 0.7, ideally = 1	Ideal
R-squared contribution ratio (RSCR)	1	acceptable if >= 0.9, ideally = 1	Ideal
Statistical suppression ratio (SSR)	1	acceptable if >= 0.7	Ideal
Nonlinear bivariate causality direction ratio (NLBCDR)	1	acceptable if >= 0.7	Ideal

Source: Processed data (2024)

Model fit and quality indices testing explains that A.P.C own index of 0.387 with p value = 0.004. Meanwhile, ARS has index as big as 0.350 with p < 0.005. Based on criteria, APC already fulfil criteria Because own p value < 0.002. Likewise, with the p value of ARS is p < 0.003. AVIF value must be < 5 already fulfilled Because Based on this data, the AVIF value is 1.081. With If so, then the inner model is accepted.

The influence of entrepreneurship education on green entrepreneurial intention

Entrepreneurship education influence significant to intention entrepreneurship green among student. The path coefficient value is 0.42 with p-value <0.01. Entrepreneurship education is a component important in business education college high which provides a stimulus for individual in consider career as entrepreneur. Entrepreneurship education gives students enhanced knowledge, skills, and awareness through a green ent-

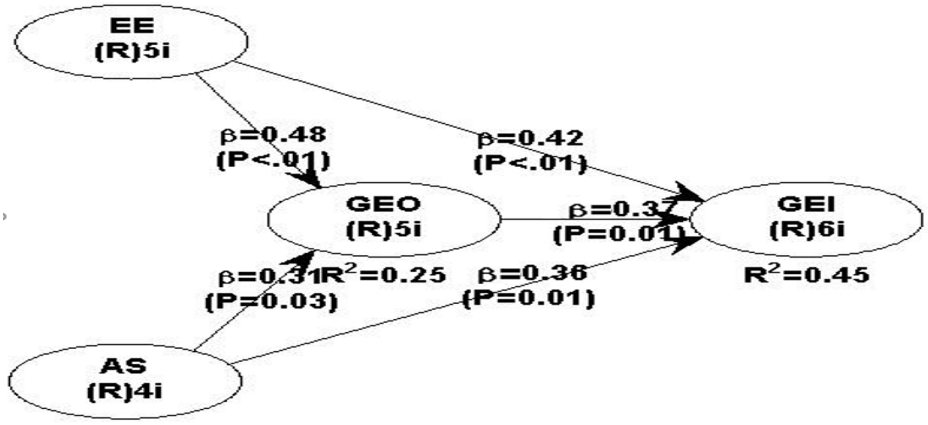

Figure 1. The Results of The Hypothesis Testing Model
Source: Processed Data (2024)

repreneurial ecosystem. The green business concept is adopted in curriculum education entrepreneurship give doctrine for student in establish entrepreneurship green. Entrepreneurship education awaken attitude Proactive and opportunity oriented for student in develop entrepreneurship-based environment. College is essential in nurturing and encouraging behavior in an entrepreneurship-friendly environment through education entrepreneurship [24]. This matter has emphasized carrying on with the environment in the curriculum and directing students on the intention of entrepreneurship sustainability. Curriculum education entrepreneurship equips they with the required skills and knowledge to overcome challenge ecology while identify opportunity business (Barba-Sánchez et.al, 2022; Romero-Colmenares & Reyes-Rodríguez, 2022). In context currently, the SDGs also emphasize improvement quality education, which is inclusive and sustainable (Fallah Shayan et.al, 2022). Create supportive and inclusive ecosystem for entrepreneur friendly environment through networking events, collaborative spaces, and online communities where individuals can share knowledge, sources power, and experience are also important thing (Shao et.al, 2023).

The influence of academic support on green entrepreneurial intention

Academic support has a significant role in supporting the growth of green entrepreneurial intention in students. The path coefficient value is 0.36 with p-value <0.01. Policies, programs, and training that lead to the formation of green entrepreneurial intention must be applied in a content university environment. In terms of this, the university must develop student skills in generating green entrepreneurial intention through some programs like green business competitions, workshops, and establishing incubation programs for startup-based environments, giving guidance and support to students who want to start a business green. With knowledge, skills, advice, resources, and a supportive environment, educational institutions can facilitate and inspire students to become successful green businessmen. Support this not only helps individual students but also contributes to the creation of a more economically sustainable and friendly environment. University is essential in strengthening knowledge, training, and development of attitudes and behavior responsible for the future. Education is centered on development competence entrepreneurship green is premise for development sustainable. Amankwah & Sesen (2021), Fanea-Ivanovici & Baber (2022), Alvarez-Risco et.al (2021), Anghel & Anghel (2022) emphasize the importance support institutional education in implementing sustainable development goals as a new agenda development entrepreneurship. Through mechanisms, this expectation can form literacy green in the development of an entrepreneurship-based preservation environment.

The influence of entrepreneurship education on green entrepreneurial orientation

This research proves that entrepreneurship education has an effect on green entrepreneurial orientation. The path coefficient value is 0.48 with p-value <0.01. Structured entrepreneurship education with good and emphasized continuity can significantly influence significant to orientation of entrepreneurship green. Students who get an education sort of This more tend develop effort that is not only profitable in a way economic, but also provide impact positive for environment. Entrepreneurship education role important in forming mindsets, skills and attitudes entrepreneurship, which in turn can influence orientation entrepreneurship green somebody.

The influence of academic support on green entrepreneurial orientation

The results of this research show that academic support influences green entrepreneurial orientation. The path coefficient value is 0.31 with p-value <0.03. Support academic can significantly increase orientation entrepreneurship green by giving knowledge, sources of power, opportunity networks, and grow culture continuity. Influence multifaceted this helps businessman adopt and innovate in a friendly environment, so contribute to landscape more business sustainable. Academic support will generate proven green value can motivate entrepreneurship (Kirkwood & Walton, 2014). Green value is felt can form attitudes towards respondents to intention entrepreneurship sustainable ones push growth friendly business environment (IwanPrasodjo, 2019).

The influence of green entrepreneurial orientation on green entrepreneurial intention

Green entrepreneurial intention has an influence towards green entrepreneurial intention. The path coefficient value is 0.37 with p-value <0.01. Green entrepreneurial orientation works as pusher main influence intention entrepreneurship green with increase awareness, motivation, support social, and strategies for overcome risk, which is all contribute to desire strong for involved in sustainable business. Awareness man about importance guard sustainability environment life the more increase. Form awareness This can also said to be form from an influential green orientation to intention entrepreneurship green. Hugo & Nuringsih (2020), Pratono, et.al. (2019) explain that green entrepreneurial orientation has an influence towards green entrepreneurial intention.

The influence of entrepreneurship education on green entrepreneurial intention through green entrepreneurial orientation

Entrepreneurship education not only increase intention entrepreneurship green in a way directly, but also through enhancement orientation entrepreneurship green as a mediator. The path coefficient value is 0.42 with p-value <0.005. This shows that education effective entrepreneurship can form more attitude and orientation friendly environment, which in turn increase intention individual for involved in entrepreneurship green. Yi (2021) aspects friendly adopted environment in entrepreneurship education curriculum provided to students, so understanding about importance not quite enough answer environment in decision business. Student will moresure and take decision in a way appropriate for dabbling in businessman green. The attitude and mentality that is forged in education entrepreneurship with curriculum insightful environment will increase interest student in entrepreneurship green. Kusumojanto, et.al. (2021) training and workshops development practice - focused skills business sustainable, technology friendly environment, and skills entrepreneurship, ensure accessibility and inclusivity for individual. Student get internal knowledge and skills education entrepreneurship will form attitude innovative and proactive. Student own strong orientation to desire in entrepreneurship green.

The influence of academic support on green entrepreneurial intention through green entrepreneurial orientation

Academic support is not only influential direct to intention entrepreneurship green, but also in no direct through orientation entrepreneurship green. The path coefficient value is 0.36 with p-value <0.01. In other words, support academic help form orientation entrepreneurship green, which is later influential to intention individual for entrepreneurship green. Amankwah & Sesen (2021), Li et.al (2023), Barba-Sánchez, et. al. (2022) stated practice friendly environment and sustainability in entrepreneurship considered important thing to be realized in form university support. Student businesses trained and educated by universities for become businessman must consider track for prepare businessman sustainability, if the university requires education, they in perspective businessman friendly environment. Therefore that, universities need give support like application business oriented policies green, course entrepreneurship friendly environment, and facilitating sustainable entrepreneurship.

CONCLUSION

The results of the study state that entrepreneurship education and academic support influence green entrepreneurial intention. Besides that, green entrepreneurial orientation can mediate between entrepreneurship education and educational support for green entrepreneurial intention.

The implications of this study are to help educational institutions in designing programs from the curriculum side, increasing academic support and collaboration with industries that focus on green entrepreneurship. For further researchers, it is appropriate to research related to the readiness of green entrepreneurs associated with government and community support. This is very important because the government program prioritizes Sustainable Development Goals (SDGs).

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