

## THE MEDIATING ROLE OF ENTREPRENEURIAL SELF-EFFICACY AND ATTITUDE IN DETERMINANTS OF GREEN ENTREPRENEURSHIP INTENTION

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### Abstract

This study examines the role of entrepreneurial self-efficacy and attitude in mediating the relationship between teacher support, teaching factory, industrial work practices, and green entrepreneurship intentions. This type of research uses quantitative research with causality research. The population of this study was 393 grade XII students majoring in Online Business and Marketing at SMK throughout Semarang City. The sample in this study was 190 students with a proportionate stratified random sampling. The data were processed using primary data from questionnaires distributed to grade XII students majoring in Online Business and Marketing at 7 SMK in Semarang City. The data analysis method used was descriptive analysis and Structural Equation Model (SEM) with SmartPLS 4.0. The results showed that the research model had met the validity and reliability of the construct. The results indicate that teacher support and entrepreneurial attitudes have a direct effect on green entrepreneurship intentions. Teaching factories, industrial work practices, and entrepreneurial self-efficacy do not have a direct effect on green entrepreneurial intention. Entrepreneurial self-efficacy cannot mediate the determinants of green entrepreneurial intention. Further research can be developed by adding variables related to measuring the level of environmental awareness of students.

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## INTRODUCTION

The green economy is one of the alternatives that can be used to improve the quality of life, reduce poverty levels, and encourage the realization of sustainable development (Khoshnava et al., 2019). The drive towards sustainability has led to the formation of innovative entrepreneurial models related to innovations in how to operate a business while paying attention to the impact on the environment (Soomro et al., 2020). The development of entrepreneurial intention is the first stage of entrepreneurial activity (Amankwah & Sesen, 2021). According to Nuringsih et al. (2020), green entrepreneurship intention is the latest development in the green economy. Only individuals who dare to take risks can apply the concept of green entrepreneurship.

According to Bosma & Kelley (2019), the number of entrepreneurs in Indonesia is still low. Entrepreneurs play a vital role as the driving force of a country's economy (Sa'adah & Mahmud, 2019). Based on a report from the Ministry of Environment and Forestry (2023), it shows that there has been an increase in the number of companies involved in environmental management, namely from 794 companies in 2019 to 1,193 companies in 2023 and only shows an average change in 5 years of 12.47%. This growth indicates that there is a greater demand for sustainable and environmentally friendly business practices.

Indonesia is faced with serious environmental problems (Latifah et al., 2023). Based on data from the 2023 National Waste Information System, it was found that the province that produced the highest waste was Central Java Province with an average waste generation in 2021-2023 of 5,349,377. Then it was found that the area in Central Java Province that produced the highest waste was Semarang City. In addition to the problem of high waste, the Open Unemployment Rate (TPT) in Central Java Province in 2020-2022 is dominated by urban communities shows that the average unemployment in urban areas is 24.54% of the workforce and in rural areas it is 18.94% of the workforce.

One of the efforts to address the problem of high waste production in Semarang City is by improving the quality of vocational education that can create young entrepreneurs who have high environmental awareness. Based on data from the Semarang City Cooperatives and Micro Enterprises Service (2023), the number of entrepreneurs who graduated from vocational high schools decreased from 1,586 in 2020 to only 1,105 in 2022.

The expertise competency that has the potential to produce entrepreneurship according to its field is the Online Business and Marketing major. The results of observations conducted on 7 Vocational High Schools (SMK) majoring in Online Business and Marketing found a search for career choices of student graduates. Only 18.25% of graduates chose a career as entrepreneurs. This is then supported by 26% who run businesses with the concept of green entrepreneurship. Based on this, it can be seen that the level of green entrepreneurship among students is still relatively low.

Ajzen (2005) explains that intention will emerge when influenced by attitude toward Behavior, subjective norms, and perceived Behavioral control. In line with the

Social Cognitive theory developed by Albert Bandura, which states that human learning is based on observation, imitation, and the influence of social factors in the formation of beliefs and behavior (Bandura, 1977). Application to research on green entrepreneurial intentions, this theory shows that individuals can be motivated to carry out green intentions by observing the social environment and perceiving that individual can achieve it.

Based on previous research, there were inconsistent results such as in the research conducted by San-Martín et al., (2022); Wijaya & Handoyo (2022), Purwanto et al. (2022); Amalia & Susilaningih (2024); Otache et al. (2021); Li & Wu (2019); Wang et al. (2023); Huang et al. (2021); Yulianti et al. (2022), showed that teacher support, teaching factory, and industrial work practices affect green entrepreneurship intentions. Research conducted by Yu & Wang (2019); Pratana and Margunani (2019); Iwu et al. (2021); Duong (2022); Li et al. (2021); Mugiyatun & Khafid (2020); Lin et al. (2022), showed that teacher support, teaching factory, and industrial work practices did not affect entrepreneurial intentions.

The inconsistency of the determinants of green entrepreneurship intentions needs to present mediating variables. One of the other variables that influence green entrepreneurship intentions is entrepreneurial self-efficacy. Research conducted by Sher et al. (2020); Alvarez-Risco et al., (2021); and Le et al. (2023), showed that there was a positive relationship between entrepreneurial self-efficacy towards green entrepreneurial intention. Research related to teacher support, entrepreneurship education programs, and industrial work practices affects entrepreneurial self-efficacy (Setiawan et al., 2022; Simarsl et al., 2024; Adeniyi, 2023; Laydes et al., 2024; St-Jean et al. (2021); Msimango-Galawe & Mazonde (2024); Muhareni et al. (2023).

Research related to the influence of entrepreneurial self-efficacy on entrepreneurial attitudes has been shown to have a significant influence (Wardana et al., 2020; Setiawan et al., 2022; Sahid et al., 2024). Previous studies have also found that entrepreneurial attitudes affect entrepreneurial intentions (Hardianto et al., 2020; Lu et al., 2021; Peng et al., 2021; Duong, (2022); Anjum et al., 2024; Fan et al., 2024; Mahreen et al., 2024). Entrepreneurial attitudes are used as a variable that mediates the relationship between entrepreneurial self-efficacy and green entrepreneurial intentions. Based on the research gap and phenomena described above, the researcher is interested in conducting a study entitled "The Mediating Role of Entrepreneurial Self-Efficacy and Attitude in Determinants of Green Entrepreneurship Intentions".

## **METHODS**

This study uses a quantitative approach. This study uses a causal research design, which is a research design designed to examine the possibility of a causal relationship between variables (Sanusi, 2017). The research model used is path analysis because of the hypothesis regarding the indirect influence of entrepreneurial self-efficacy variables and entrepreneurial attitudes as mediating variables. This research design is a hypothesis

test that aims to analyze, describe, and obtain empirical evidence of the influence between variables in the hypothesis. Descriptive statistical analysis and research hypothesis testing use Structural Equation Modeling data analysis techniques based on Partial Least Squares (SEM-PLS) assisted by Smart PLS 4.0 software to explore the research model. The location of the research was conducted at 7 Vocational High Schools in Semarang City, namely: (1) SMK N 2 Semarang; (2) SMK N 9 Semarang; (3) SMK Muhammadiyah 1 Semarang; (4) SMK Nusa Bhakti Semarang; (5) SMK Pelita Nusantara 1 Semarang; (6) SMK Yayasan Pharmasi Semarang; (7) SMK Swadaya Semarang. The time of this research was conducted in December 2024. The research population in this study were grade XI students majoring in Online Business and Marketing with a total population of 363. The sampling technique used proportionate stratified random sampling with the Slovin Formula. The total population of this study was 190 students.

## RESULT AND DISCUSSION

### Result

#### *Direct Effect Test*

**Table 1.** Results of Direct Influence

Variables	(O)	P Values
TS -> GEI	0.393	0.011
TF -> GEI	0.185	0.147
IWP -> GEI	0.078	0.243
ESE -> GEI	-0.059	0.327
TS -> ESE	0.310	0.002
TF -> ESE	0.330	0.004
IWP -> ESE	0.272	0.006
EA-> GEI	0.281	0.001
ESE -> EA	0.845	0,000

Source: PLS-SEM output (2024)

Based on Table 1, it can be seen the results of direct effect test. The first hypothesis, namely teacher support, teaching factory has a positive effect on green entrepreneurship intentions, is accepted. Hypothesis 2 and 3, namely teaching factory and industrial work practices has a positive effect on green entrepreneurship intention, is rejected. Hypothesis 4, namely entrepreneurial self-efficacy has a positive effect on green entrepreneurship intention, is rejected. Hypothesis 5, 6, 7, namely teacher support, teaching factory, and industrial work practices has a positive effect on entrepreneurial self-efficacy, is accepted. Hypothesis 11, namely entrepreneurial attitude has a positive effect on green entrepreneurial intention, is accepted. Hypothesis 12, namely entrepreneurial self-efficacy has a positive effect on entrepreneurial attitudes, is declared accepted.

*Indirect Effect Test***Table 2.** Results of Indirect Effect Test

Variables	(O)	P Values
TS -> ESE -> GEI	-0.018	0.337
TF -> ESE -> GEI	-0.019	0.332
IWP -> ESE -> GEI	-0.016	0.347
ESE -> EA -> GEI	0.238	0.001
TS -> ESE -> EA -> GEI	0.074	0.022
TF -> ESE -> EA -> GEI	0.078	0.028
IWP -> ESE -> EA -> GEI	0.065	0.020

Source: PLS-SEM output (2024)

Based on table 2, it can be seen the results of indirect effect test. H8, entrepreneurial self-efficacy mediates the relationship between teacher support and green entrepreneurial intention is rejected. Hypothesis 9, entrepreneurial self-efficacy mediates the relationship between teaching factory and green entrepreneurial intention is rejected. Hypothesis 10, entrepreneurial self-efficacy mediates the relationship between industrial work practices and green entrepreneurial intentions is rejected. Hypothesis 13, entrepreneurial attitude mediates the relationship between entrepreneurial self-efficacy on green entrepreneurial intention is accepted. Hypothesis 14, entrepreneurial self-efficacy and entrepreneurial attitude mediate the relationship between teacher support and green entrepreneurial intention is declared accepted. Hypothesis 15, entrepreneurial self-efficacy and entrepreneurial attitude mediate the relationship between teaching factory and green entrepreneurial intention is accepted. Hypothesis 16, entrepreneurial self-efficacy and entrepreneurial attitude mediate the relationship between industrial work practices and green entrepreneurial intentions is declared accepted.

**Discussion**

The results of this study indicate that entrepreneurial self-efficacy cannot mediate teacher support, teaching factory, and industrial work practices on green entrepreneurial intentions. The direct effect test shows that teacher support affects green entrepreneurial intentions and entrepreneurial self-efficacy. However, entrepreneurial self-efficacy cannot mediate the indirect effect of teacher support on green entrepreneurial intentions. This is because teacher support has a stronger direct effect while entrepreneurial self-efficacy cannot directly affect green entrepreneurial intentions. Based on this, it shows that the role of support provided by teachers is very important so that students are directly inspired to have green entrepreneurial intentions without requiring entrepreneurial self-efficacy. Obtaining a total score from the responses given by students causes inconsistency in the results of the questionnaire scores related to the measurement of entrepreneurial self-efficacy variables and green entrepreneurship intention.

The direct effect test shows that teaching factory has no effect on green entrepreneurship intention and has a direct effect on entrepreneurial self-efficacy. However, entrepreneurial self-efficacy cannot mediate the indirect effect of teaching factory on green entrepreneurship intention. This is because teacher support has a stronger direct effect while entrepreneurial self-efficacy cannot directly affect green entrepreneurship intention. Based on this, it shows that the role of teaching factory obtained is very important to increase students' self-confidence directly, but the self-confidence possessed in the field of entrepreneurship has not been able to drive the green entrepreneurship intention of class XII students majoring in Online Business and Marketing at SMK throughout Semarang City.

Effect test, it shows that the entrepreneurial self-efficacy hypothesis mediates the relationship between industrial work practices on green entrepreneurship intention has an original sample value of -0.016 with a p-value of  $0.347 > 0.10$  or a 10% error rate. This means that there is no indirect relationship through entrepreneurial self-efficacy on the relationship between industrial work practices towards green entrepreneurship intentions. This is also supported by the inconsistent score results obtained by students.

Self-efficacy in the field of good entrepreneurship reflects good business performance, one of which is success in business financial management which can increase business income (Caliendo et al., 2023). Individuals who have high entrepreneurial self-efficacy tend to expect to be able to utilize existing resources to start entrepreneurship with their competencies (Wardana et al., 2020). The inability of entrepreneurial self-efficacy as a mediator of the relationship between industrial work practices and green entrepreneurial intentions can be seen from the descriptive analysis conducted on the entrepreneurial self-efficacy variable which shows that the implementing financial resources indicator has a number of students who state their self-confidence in their financial management abilities is still in the moderate to very low category. This shows that the ability of students to make a priority scale in using the money they have is still in the moderate to very low category. The habit of students to save to prepare funds that can be used to finance their needs and desires is in the moderate to very low category so that students have not been able to get used to managing their finances. In addition, the habit of recording finances also does not have a high frequency. Then this is supported by the ability to estimate the funds needed in a certain time span is still in the moderate to very low category. Habits related to financial management that are still in the low to very low category cause self-confidence in students' entrepreneurial abilities to still not be able to directly influence students' green entrepreneurial intentions. So entrepreneurial self-efficacy cannot mediate the relationship between industrial work practices and green entrepreneurial intentions.

This study shows that when the independent variable passes through 2 mediations, namely entrepreneurial self-efficacy and entrepreneurial attitude, it is proven to have an indirect effect on green entrepreneurial intentions. This is supported by the consistency of positive score movements from students in measuring the variables used.

Based on the results of observations, students majoring in Online Business and Marketing have varying confidence in running entrepreneurship. The unequal experience and practical knowledge about entrepreneurship, especially in financial management, causes a weak influence of entrepreneurial self-efficacy on green entrepreneurship intentions. This is because when you want to establish green entrepreneurship, of course, you must have self-confidence because you master additional skills in managing the environment and using higher financial resources. The complex process is a challenge for students. A high level of confidence in the field of entrepreneurship is needed in fostering green entrepreneurship intentions. This is also supported by research by Wijaya & Hidayah (2024), that individuals who lack strong self-confidence in entrepreneurship tend to be hesitant to take risks related to entrepreneurial activities so that they give rise to the fear of failing to start a business.

Students who feel high teacher support in the form of support for career choices for entrepreneurship will certainly increase their self-confidence in their competencies. This belief does not directly affect green entrepreneurship intentions. This is because a high entrepreneurial attitude is needed so that the green entrepreneurship intentions of class XII students majoring in Online Business and Marketing can increase.

High student perceptions from the implementation of teaching factories increase student self-confidence. This is in line with the Social Cognitive theory, learning obtained from the social environment can influence the increase in individual self-confidence. Students who gain learning experiences from the implementation of teaching factories can increase student confidence regarding competence in the field of entrepreneurship. This is because the practice of teaching factories in the Online Business and Marketing department is more related to the field of entrepreneurship. So that students gain entrepreneurial experience from the implementation of teaching factories. Good self-confidence cannot directly influence green entrepreneurial intentions. Entrepreneurial self-efficacy has been shown to have a direct effect on entrepreneurial attitudes. High self-confidence can increase positive entrepreneurial attitudes. Self-confidence in one's own competence is derived from the steps of establishing a business in the form of confidence in competence search for business ideas applied to students' daily habits, confidence in the ability to realize business ideas, confidence in the ability to manage existing resources, both human resources and financial resources. This study is in line with research by Wardana et al. (2020) which states that the entrepreneurial self-efficacy possessed by students makes students have an entrepreneurial attitude.

Perceptions related to the high impact felt by students after participating in industrial work practices include the ability to practice green entrepreneurship. Increasing learning experience certainly makes students gain increased self-confidence along with increasing competence in the field of entrepreneurship. This is supported by research conducted by Perez-Luyo et al. (2023) who stated that education and activities outside the classroom can affect an individual's self-confidence in their abilities. Industrial experience is the most important type of experience that entrepreneurs need to obtain to increase entrepreneurial self-efficacy (Msimango-Galawe & Mazonde 2024) . Industrial

work practices provide students with experience related to entrepreneurial practices so that they can increase students' entrepreneurial self-efficacy. This is in line with the Social Cognitive theory that learning obtained from the social environment which in this study is derived from the industrial work practice variable can increase students' entrepreneurial self-efficacy.

Entrepreneurial self-efficacy possessed by class XII students majoring in Online Business and Marketing at vocational schools throughout Semarang City can improve their entrepreneurial attitudes. Entrepreneurial self-efficacy is an important factor in shaping entrepreneurial attitudes and intentions (Sahid et al., 2024) . Students who have the confidence to succeed in entrepreneurship can increase their positive entrepreneurial attitudes as something that can be achieved in the future.

Based on the Planned Behavior theory, attitudes can shape individual intentions. So, when students have a high entrepreneurial attitude, it can increase green entrepreneurial intentions. Based on the results of the study, 86.84% of students stated that behavioral expectancies were in the high category. This shows the high possibility of establishing an environmentally friendly entrepreneurial concept. This study is in line with research conducted by Peng et al. (2021), a positive attitude allows individuals to be able to face various challenges and difficulties by starting a more environmentally friendly business.

The results of this study are in line with research conducted by San-Martín et al; Wijaya & Handoyo (2022), showing that teacher support, which is part of social support, affects students' entrepreneurial intentions. Research conducted by Pratana & Margunani (2019); Iwu et al. (2021); Duong (2022); Li et al. (2021), shows that entrepreneurship education does not affect entrepreneurial intentions. Research conducted by Mugiyatun & Khafid (2020); Lin et al. (2022); shows that industrial work practices do not affect students' entrepreneurship. Then supported by research conducted by Baharuddin & Rahman (2021); Syahrin et al. (2024), which shows that entrepreneurial self-efficacy does not affect entrepreneurial intention. Research related to the effect of entrepreneurial self-efficacy on entrepreneurial attitudes has been shown to have a significant effect (Wardana et al., 2020; Setiawan et al., 2022; Sahid et al., 2024). Previous studies have also found that entrepreneurial attitudes affect entrepreneurial intentions (Hardianto et al., 2020; Lu et al., 2021; Peng et al., 2021; Duong, (2022); Fan et al., 2024; Mahreen et al., 2024).

## CONCLUSION

This study was conducted to test and analyze the role of entrepreneurial self-efficacy and entrepreneurial attitude in mediating the relationship between teacher support, teaching factory, and industrial work practices on the green entrepreneurship intention of class XII students majoring in Online Business and Marketing at vocational schools throughout Semarang City. Based on the results of the study that has been conducted, the following conclusions were obtained: (1) teacher support and entrepreneurial attitude have a direct effect on green entrepreneurship intention; (2)



teaching factory and industrial work practices do not have a direct effect on green entrepreneurship intention; (3) entrepreneurial self-efficacy does not have a direct effect on green entrepreneurship intention; (4) entrepreneurial self-efficacy cannot mediate the determinants of green entrepreneurship intention; (5) entrepreneurial attitude can mediate the determinants of green entrepreneurship intention.

Based on the results of the study, it is important to increase teacher support to help students directly, motivate students to succeed, and encourage student participation in establishing green entrepreneurship. Mentoring by mentors at teaching factories and industrial work practices needs to be improved to provide understanding related to the implementation of environmentally friendly entrepreneurship. Further research related to green entrepreneurship intentions can be developed by adding variables related to measuring the level of environmental awareness of students.

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