

Research Article

Nexus Between Entrepreneurial Self-Efficacy, Environmental Awareness, and Green Entrepreneurial Intention

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Abstract

This study examined how entrepreneurial self-efficacy and environmental awareness influence green entrepreneurial intention among high school students. Using a quantitative descriptive design, the researchers surveyed eleventh-grade students at a senior high school in Central Java, Indonesia. From a population of 395 students, 199 respondents were selected through simple random sampling. Data were gathered using a structured questionnaire designed to measure students' confidence in entrepreneurial abilities, their awareness of environmental issues, and their intention to engage in green entrepreneurship. The collected data were analyzed with SPSS 25, employing descriptive statistics and inferential tests, including t-tests to assess partial effects, an F-test to evaluate the joint effect of the independent variables, and the coefficient of determination to estimate explained variance. Results showed that entrepreneurial self-efficacy had a positive and significant impact on green entrepreneurial intention. Environmental awareness also demonstrated a positive and significant effect. This study implies practical and theoretical contributions to promoting green entrepreneurship among students.

Keywords: entrepreneurial self-efficacy, green entrepreneurial intention, environmental awareness

INTRODUCTION

Entrepreneurship refers to the act or ability to create something new and distinctive in order to generate wealth (Drucker, 1986). It primarily focuses on developing and enhancing products or services that can yield financial benefits. However, when entrepreneurship prioritizes financial gains alone, it can lead to various negative consequences, one of which is increased environmental degradation. Currently, many foods and beverage (F&B) businesses rely on plastic packaging and single-use eating and drinking utensils without being accompanied by adequate waste management, resulting in a rise in plastic and paper waste in Indonesia (Hapsari, 2024). The study by Kim et al. (2022) found that online shopping generates approximately 4.8 times more waste compared to in-store shopping. The continual growth of F&B businesses and e-commerce users will further increase plastic waste in Indonesia; therefore, efforts or strategies are needed to minimize environmental damage.

One approach to addressing environmental issues is through entrepreneurial engagement that not only prioritizes financial gains but also emphasizes sustainable environmental aspects. Increasing entrepreneurial awareness of green entrepreneurship can reduce environmental impacts, enhance innovation, and improve the quality of life

(Hendratni et al., 2024). This assertion aligns with the findings of some works (e.g., Yi, 2021; Demirel, 2019), which stated that green entrepreneurship serves as a viable solution and has gained significant attention among scholars in addressing environmental and social problems. The implementation of green entrepreneurship requires innovation initiated by prospective entrepreneurs in creating environmentally friendly products and services, which necessitates a high level of environmental awareness (Putra & Utama, 2022). Thus, prospective entrepreneurs must possess the intention to act and innovate in developing green entrepreneurship. Given the importance of green entrepreneurship as a solution to environmental and social challenges, it is essential to examine the intentions that influence prospective entrepreneurs in pursuing green entrepreneurship commonly referred to as green entrepreneurial intention.

Green entrepreneurial intention is influenced by a variety of factors. Consistent with the study conducted by Rahayu (2024), there are three factors that significantly affect students' green entrepreneurial intention, including entrepreneurial self-efficacy, environmental awareness, and entrepreneurial motivation. In addition, Sharma and Singh (2023) also indicated several determinants of green entrepreneurial intention among students, including country support, subjective norms, risk aversion, self-efficacy, attitudes, educational support, and green consumption commitment. Given the numerous factors influencing an individual's green entrepreneurial intention, such intention must be cultivated early through educational institutions. Educational institutions play an important role in introducing entrepreneurship to students by enhancing their entrepreneurial knowledge and skills (Noor & Rahmawati, 2024). Therefore, green entrepreneurship should be taught to students beginning at the school level.

It was reported that in 2020 the highest percentage of business owners by educational level were high school graduates, accounting for 38.6% (Dihni, 2022). This indicates that there is considerable potential at the high school level to enhance entrepreneurial spirit. One of the efforts undertaken by senior high schools to cultivate students' entrepreneurial mindset is through the implementation of the Craft and Entrepreneurship subject. Craft and Entrepreneurship is one of the subjects expected to increase students' interest, creativity, and skills to become successful and responsible entrepreneurs who are capable of creating employment opportunities. In the current Merdeka Curriculum, Craft and Entrepreneurship serves as an elective subject in Phase E and Phase F (Grades XI and XII) at the senior high school level as regulated in the Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022.

In practice, although entrepreneurship-related policies and educational support at the senior high school/vocational school level have been established and implemented, research by Hidayati et al. (2021) found that entrepreneurial intention among Grade XII students at a public vocational school in Sukoharjo remains relatively low. The study noted that one contributing factor is students' lack of self-confidence in becoming entrepreneurs. Preliminary research conducted by the researcher on 11 December 2024 involving 26 university students participating in the school field introduction program at a senior high school in Central Java, as shown in Figure 1, revealed that 39% reported that students' confidence in making decisions to address problems in learning and their surrounding environment remained "rarely" demonstrated. Consistent with this finding, a study by Yusrida et al. (2021) involving 30 students showed that only five of them had confidence in pursuing entrepreneurship; students were found to lack confidence in taking risks and doubted their own abilities when engaging in entrepreneurial practice.

Based on the preliminary findings and previous research, issues related to entrepreneurial self-efficacy and environmental awareness were identified. Entrepreneurial self-efficacy refers to an individual's ability and confidence to carry out tasks and responsibilities necessary to achieve predetermined outcomes (Purwaningsih et al., 2023). Self-efficacy not only focuses on achieving goals but also includes confidence in taking risks and overcoming challenges. The positive effect of self-efficacy on green entrepreneurial intention has been demonstrated in studies by Alamsyah et al. (2023) and Alvarez-Risco et al. (2021), which found that entrepreneurial self-efficacy positively affects green entrepreneurial intention. However, contrasting results were reported by preliminary works (e.g., Wisanggeni et al., 2023; Wang et al., 2021; Haqqani & Kasmir, 2025), who found that entrepreneurial self-efficacy does not significantly influence entrepreneurial intention.

Environmental awareness is another important factor influencing the emergence of responsible and sustainable entrepreneurship that maintains social, economic, and environmental balance. This is consistent with the findings of González et al. (2022), Bouarar et al. (2022); Rahayu (2024); and Vegirawati (2024), which indicated that environmental awareness has a positive and significant effect on green entrepreneurial intention. However, other studies present contrasting results when environmental awareness is translated into actual behavior. For instance, Mawardi et al. (2022) found that environmental awareness does not directly influence consumers' intention to purchase environmentally friendly products. These contrasting findings indicate inconsistencies regarding the influence of environmental awareness on green entrepreneurial intention.

Based on a review of previous studies reported, further investigation is warranted regarding the influence of entrepreneurial self-efficacy and environmental awareness on green entrepreneurial intention. The urgency of this research is reinforced by the contrasting findings reported in previous studies concerning the effect of entrepreneurial self-efficacy on green entrepreneurial intention. In recent years, scholarly attention to green entrepreneurship has increased, including studies within senior high school contexts; however, research that specifically examines green entrepreneurial intention among senior high school students remains limited. Research on green entrepreneurial intention has predominantly involved university students as respondents. Although recent studies have begun to explore the senior high school context, such as the study by Perez-Luyo et al. (2023), which investigated factors influencing green entrepreneurial intention in senior high school from a teachers' perspective and highlighted emerging attention to sustainability and entrepreneurship at the senior high school level in Peru, this demographic remains underrepresented in the existing literature.

Therefore, this study seeks to bridge this scientific gap by investigating the nexus between entrepreneurial self-efficacy and environmental awareness, both of which are hypothesized to play a critical role in driving green intentions among senior high school students. This study adopts Social Cognitive Theory (SCT) as a theoretical lens to explain how personal cognitive factors and environmental awareness interact to shape green entrepreneurial intentions. Accordingly, this research not only addresses the inconsistent findings reported in previous studies but also provides empirical evidence on how senior high school education can strategically align students' entrepreneurial self-efficacy with environmental values to enhance green entrepreneurial intention. This relationship is crucial for the development of more effective educational interventions. Thus, this study

aims to access how entrepreneurial self-efficacy and environmental awareness influence green entrepreneurial intention among high school students.

METHOD

Research Design

Quantitative descriptive research was applied in this study to examine the effect of entrepreneurial self-efficacy and environmental awareness (as independent variables) on green entrepreneurial intention (as the dependent variable). This approach was selected because it allows for the measurement and analysis of the relationships among the variables investigated.

Population and Sample

The 11th-grade students of the 2024/2025 cohort at a specific Senior High School in Central Java were selected as respondents in this study. This selection of the 11th-grade students was based on the consideration that foundational entrepreneurial concepts are first introduced to them at this level through the Craft and Entrepreneurship subject. The total research population comprised 395 students. From this population, a sample of 199 respondents was obtained through the simple random sampling technique.

Measurement

Primary data were collected in this study through questionnaires for all three variables. The instrument utilized for the entrepreneurial self-efficacy variable is a modification of the questionnaire by DeNoble et al. (1999), which comprises six indicators: developing new product or market opportunities, building an innovative environment, initiating Investor Relationship, defining core purpose, coping with unexpected, and developing critical human resources. The environmental awareness variable was measured with an instrument modified from the questionnaire by Khoiri et al. (2021), which includes six indicators: care, curiosity, critical, dependability, responsibility, and local wisdom. Furthermore, the green entrepreneurial intention variable was measured with an instrument that was modified from the questionnaire by Linan and Chen (2009) and developed by Alvarez-Risco et al. (2021), which contains four indicators: desire, preference, plans, and behavior expectancies.

Table 1

Reliability test results

Research Variable	Cronbach's Alpha	Criteria
Entrepreneurial self-efficacy	0.923	Reliable
Environmental awareness	0.884	Reliable
Green entrepreneurial intention	0.857	Reliable

The feasibility of the instrument was tested on 30 respondents drawn from the population. Instrument validity testing was carried out through the Pearson Product Moment, and reliability testing was implemented using the Cronbach's Alpha formula. Validity testing was set at a 5% significance level for all variable instruments. The analysis results indicated that all items utilized for measuring each variable individually had an r-count values greater than r-table. Consequently, all items within each research variable are considered valid and can be used as data collection instruments in this study.

Subsequently, instrument reliability was measured using Cronbach Alpha, where a value is declared reliable if it is greater than 0.6 (see Table 1).

Data Analysis

The data analysis for this study was carried out with the assistance of the SPSS version 25 software package. Data analysis was implemented through three main stages: descriptive statistics, prerequisite testing, and hypothesis testing. The prerequisite tests conducted included normality testing, linearity testing, multicollinearity testing, and heteroscedasticity testing. The hypothesis testing performed consisted of multiple linear regression analysis, the t-test, the F-test, and the coefficient of determination test.

RESULT

Descriptive Data Analysis

Based on the distribution of questionnaires to 199 student respondents, the statistical results include the number of respondents, minimum and maximum scores, means, and standard deviations. All three variables have mean values approaching the maximum scores, indicating that most students tend to have relatively high scores on each variable. Additionally, the standard deviation values are lower than the means, suggesting that the data distribution is relatively concentrated (see Table 2).

Table 2

Descriptive statistic

Variable	Descriptive Statistics				
	N	Min	Max	Mean	Std. Deviation
Entrepreneurial self-efficacy	199	2.93	5.00	4.2131	0.42554
Environmental awareness	199	3.53	5.00	4.3879	0.34451
Green entrepreneurial intention	199	3.56	5.00	4.3920	0.32972
Valid N (listwise)	199				

Normality Test

The normality test was conducted using the One-Sample Kolmogorov–Smirnov method, with the criterion that if the Asymp. Sig. (2-tailed) value exceeds 0.05, the data may be considered normally distributed. Based on Table 3, the Asymp. Sig. (2-tailed) value is 0.200, which is greater than 0.05, indicating that the data in this study are normally distributed and satisfy the requirements for hypothesis testing. The results of the normality test using the One-Sample Kolmogorov–Smirnov method is provided in Table 3.

Table 3

Normality test results

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual
N	199
Test Statistic	0.038
Asymp. Sig. (2-tailed)	0.200 ^{e,d}

Linearity Test

The linearity test in this study applied the test for linearity method, with the decision criterion that a Sig. Linearity value less than 0.05 indicates a linear relationship between the variables. The linearity test results presented in Table 4 show that the Sig. Linearity value for entrepreneurial self-efficacy and green entrepreneurial intention is 0.00, which is below 0.05, and the Sig. Linearity value for environmental awareness and green entrepreneurial intention is also 0.00, which is below 0.05. Therefore, it can be concluded that the data in this study meet the linearity assumption.

Table 4

Linearity test results

Variable	Sig. Linearity	Result
Green entrepreneurial intention * Entrepreneurial self-efficacy	0.000	Linear
Green entrepreneurial intention * Environmental awareness	0.000	Linear

Multicollinearity Test

The multicollinearity test was assessed based on the Tolerance and Variance Inflation Factor (VIF) values. The multicollinearity results for all variables, as presented in Table 5, show that the VIF values are less than 10 and the Tolerance values are greater than 0.10, indicating the absence of multicollinearity in the regression model. Thus, the data satisfy the multicollinearity assumption.

Table 5

Multicollinearity test result

Variable	Collinearity Statistics	
	Tolerance	VIF
Entrepreneurial self-efficacy	0.537	1.864
Environmental awareness	0.537	1.864

a. Dependent Variable: Green Entrepreneurial Intention

Heteroscedasticity Test

The heteroscedasticity test in this study was conducted using the Spearman–Rho method. The decision criterion states that if the Sig. (2-tailed) value exceeds 0.05, no heteroscedasticity problem is present. As shown in Table 6, the significance values are greater than 0.05, indicating that heteroscedasticity is not present and that the data meet the assumptions required for hypothesis testing.

Table 6

Heteroscedasticity test results

Variable	Sig. (2-tailed)
Entrepreneurial self-efficacy	0.259
Environmental awareness	0.285

Multiple Linear Regression Analysis

The multiple linear regression test was applied to analyze the effect of more than one independent variable on the dependent variable. In this study, it was used to determine the effects of entrepreneurial self-efficacy and environmental awareness on green entrepreneurial intention. The results of the multiple linear regression analysis, presented in Table 7, indicate that both independent variables exert a positive effect on green

entrepreneurial intention. This can be observed from the obtained regression equation, which is interpreted as follows:

$$Y=1,826 + 0,271 X_1 + 0,325 X_2 + e$$

1. The regression coefficient for entrepreneurial self-efficacy is 0.271, indicating that each one-unit increase in entrepreneurial self-efficacy leads to a 0.271 increase in green entrepreneurial intention, assuming all other variables remain constant. This finding suggests that entrepreneurial self-efficacy has a positive effect on green entrepreneurial intention.
2. The regression coefficient for environmental awareness is 0.325, indicating that each one-unit increase in environmental awareness results in a 0.325 increase in green entrepreneurial intention, assuming all other variables remain constant. Thus, this result indicates that environmental awareness has a positive effect on green entrepreneurial intention.

Table 7
Multiple linear regression test results

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1,826	0,235		7.759	0.000
Entrepreneurial self-efficacy	0,271	0,059	0,350	4.623	0.000
Environmental awareness	0,325	0,072	0,339	4.489	0.000

T-Test

The partial t-test was conducted to examine the significance of the regression coefficients for each independent variable in relation to the dependent variable. The criterion for acceptance states that a hypothesis is supported when the calculated t-count value exceeds the t-table value and the Sig. level is below 0.05. In this study, the t-table value is 1.972. The t-test results are presented in Table 8.

Table 8
T-test results

Variable	t	Sig.
Entrepreneurial self-efficacy	4.623	0.000
Environmental awareness	4.489	0.000

Based on Table 8, the t-test results can be interpreted as follows: (1) The entrepreneurial self-efficacy variable has a t-count value (4.623) greater than t-table value (1.972), with a Sig. level of $0.00 < 0.05$. Thus, Hypothesis 1 (H1) is accepted, indicating that entrepreneurial self-efficacy has a positive and significant effect on green entrepreneurial intention. (2) The environmental awareness variable has t-count value (4.489) greater than t-table value (1.972), with a Sig. level of $0.00 < 0.05$. Therefore, Hypothesis 2 (H2) is accepted, meaning that environmental awareness has a positive and significant effect on green entrepreneurial intention.

F-Test

The F-test was conducted to determine the simultaneous effect of the independent variables on the dependent variable. In this study, the test was performed at a 5% significance level (0.05). The hypothesis is accepted when the calculated F-count value exceeds the F-table value and the Sig. level is below 0.05. The F-test results are displayed in Table 9.

Table 9

F-test results

	F	Sig.
Regression	65.027	0.000 ^b

With a sample size of 199 respondents and two independent variables, the F-table value at the 5% significance level is 3.04. Based on Table 9, the F-count value is 65.027, which is greater than F-table value (3.04), and the Sig. value is $0.00 < 0.05$. Therefore, Hypothesis 3 (H3) is accepted, indicating that entrepreneurial self-efficacy and environmental awareness jointly have a positive and significant effect on green entrepreneurial intention.

Coefficient of Determination Test

The coefficient of determination test was used to assess the extent to which the independent variables explain the variance in the dependent variable. The results presented in Table 10 show that the R-square value is 0.399, meaning that entrepreneurial self-efficacy and environmental awareness explain 39.9% of the variance in green entrepreneurial intention, while the remaining 60.1% is explained by other factors not examined in this study.

Table 10

Coefficient of determination test

R	R Square
0.632 ^a	0.399

DISCUSSION

The findings of this study indicate that entrepreneurial self-efficacy has a positive and significant effect on students' green entrepreneurial intention. This result reinforces SCT, particularly its cognitive determinant, which posits that self-efficacy is a primary factor influencing an individual's motivation to engage in a particular behavior (Mubin et al., 2021). In the study, higher levels of entrepreneurial self-efficacy among students strengthen the nexus between perceived capability and behavioral intention, providing stronger internal motivation to take action and fostering confidence in their ability to manage the complexities of environmentally friendly business activities, thereby enhancing green entrepreneurial intention. This finding extends the application of social cognitive theory (SCT) by demonstrating its relevance within the senior high school context.

Furthermore, the results of this study are consistent with previous research (e.g., Alamsyah, 2023; Alvarez-Risco et al., 2021; Rahayu, 2024; Sharma & Singh, 2023), which reported that increases in entrepreneurial self-efficacy have a positive and significant influence on green entrepreneurial intention. The consistency of these prior

findings supports the results of the present study, indicating that students with high levels of entrepreneurial self-efficacy tend to be more confident in their ability to set goals, develop ideas, and cope with unexpected challenges, thereby reinforcing the nexus between entrepreneurial self-efficacy and green entrepreneurial intention.

The next result indicated that environmental awareness has a positive and significant effect on students' green entrepreneurial intention. From a theoretical perspective, these findings are consistent with SCT, which emphasizes the critical role of cognitive factors in shaping individual intentions and behaviors. Environmental awareness, encompassing cognitive, affective, and conative dimensions (Azizah & Hakim, 2024), strengthens students' cognitive processes in understanding environmental issues, fosters concern for environmental conditions, and motivates them to contribute through sustainability-oriented entrepreneurial activities.

In line with these results, previous studies conducted by some studies (e.g., González et al., 2022; Rahayu, 2024; Bouarar et al., 2022; Vegirawati, 2024), which found that environmental awareness has a positive and significant effect on green entrepreneurial intention. This finding extends the existing literature by demonstrating that environmental awareness also plays a crucial role in shaping green entrepreneurial intention among senior high school students. Higher levels of environmental awareness reflected in greater concern for environmental conditions, curiosity, willingness to engage in solving environmental problems, and a sense of responsibility toward the surrounding environment are associated with stronger green entrepreneurial intention.

The last findings demonstrated that entrepreneurial self-efficacy and environmental awareness, whether examined individually or simultaneously, have an effect on students' green entrepreneurial intention. Additionally, the coefficient of determination R-Square is 0.399, indicating that 39.9% of the variance in green entrepreneurial intention is explained by entrepreneurial self-efficacy and environmental awareness. The remaining 60.1% is affected by other factors not examined in this study, such as entrepreneurial attitude, subjective norms, educational support, government support, risk aversion, green consumption commitment, and entrepreneurial motivation (Sharma & Singh, 2023).

These findings reinforce the triadic reciprocal determinism within SCT, emphasizing the dynamic interaction between cognitive, behavioral, and environmental factors. In this framework, green intention emerges as a pre-behavioral cognitive outcome driven by combined cognitive inputs. While entrepreneurial self-efficacy provides the 'perceived capability' and resilience to navigate unforeseen challenges, environmental awareness offers the 'moral direction' and ethical motivation. Consequently, the nexus between high self-belief and a strong sense of ecological responsibility effectively catalyzes students' desire to initiate sustainable ventures. This interplay suggests that students who possess both psychological confidence and environmental consciousness are more predisposed to establish green businesses as a solution to contemporary environmental crises.

The findings of this study reinforce the theoretical and practical understanding of entrepreneurial self-efficacy, environmental awareness, and their effects on green entrepreneurial intention among students who aspire to establish a business after completing their schooling. This research highlights the necessity for innovation in entrepreneurial career development that balances financial objectives with environmental stewardship. These findings serve as a valuable reference and guide for teachers in designing more effective Craft and Entrepreneurship learning programs that not only

enhance students' entrepreneurial intentions but also cultivate their awareness of the importance of considering environmental aspects in entrepreneurship. Teachers and schools are encouraged to integrate these findings into the Craft and Entrepreneurship subject to foster innovation and increase students' environmental awareness, which may be achieved through the development of contextual learning materials such as conducting visits and direct observations of green entrepreneurship practices within local green industries.

CONCLUSION

Based on the data analysis performed, the following conclusions are reported that entrepreneurial self-efficacy has a positive and significant effect on students' green entrepreneurial intention. In addition, environmental awareness exerts a positive and significant effect on students' green entrepreneurial intention. Lastly, entrepreneurial self-efficacy and environmental awareness have a positive and significant effect on green entrepreneurial intention. These findings reinforce SCT by providing empirical evidence on how personal cognitive factors and environmental awareness interact to shape green entrepreneurial intentions. Collectively, this study highlights the critical nexus between entrepreneurial self-efficacy and environmental awareness in fostering green entrepreneurial intentions. This research demonstrates that, whether considered individually or simultaneously, the alignment of internal capability (self-efficacy) and ethical responsibility (environmental awareness) drives students' intention to engage in green entrepreneurship. However, this study also has limitations. This study was conducted in only one senior high school in Central Java, which limits the generalizability of its findings. Future research should involve a broader scope to more comprehensively assess the effect of entrepreneurial self-efficacy and environmental awareness on green entrepreneurial intention. Additionally, this study examined only two variables influencing green entrepreneurial intention; therefore, future researchers may expand the scope by investigating other relevant factors that may shape students' green entrepreneurial intention.

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Competing interests

The author has declared that there are no conflicts of interest

Data availability

The data were provided upon request to corresponding author

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