Key Factors in Developing Muslim Gen Z Green Entrepreneurship

Faktor Kunci dalam Mengembangkan Kewirausahaan Hijau Generasi Z Muslim

Sufiana Noor, Fitri Rahmawati

ABSTRACT

This research aims to test and analyses the influence of Entrepreneurial Education, Entrepreneurial Self-Efficacy, and Entrepreneurial Attitude on Green Entrepreneurial Intention among Muslim Gen Z in Kudus Regency. The type of research used is field research with a quantitative approach. The sample for this research was 233 respondents using a purposive sampling. Analysis was carried out by SPSS 23. The result shows Entrepreneurial Education, Entrepreneurial Self-Efficacy, and Entrepreneurial Attitude have positive influences on the Green Entrepreneurial Intention of Muslim Gen Z. This study suggests that future research could explore how to further integrate Islamic values and mentorship programs to support Muslim Gen Z's green entrepreneurial aspirations.

Keywords: entrepreneurial, green entrepreneurship, green business

ABSTRAK

Penelitian ini bertujuan untuk menguji dan menganalisis pengaruh Pendidikan Kewirausahaan, Efikasi Diri Kewirausahaan, dan Sikap Kewirausahaan terhadap Niat Berwirausaha Hijau pada Muslim Gen Z di Kabupaten Kudus. Jenis penelitian yang digunakan adalah penelitian lapangan dengan pendekatan kuantitatif. Sampel penelitian ini sebanyak 233 responden dengan menggunakan purposive *sampling. Analisis dilakukan dengan SPSS 23. Hasil penelitian menunjukkan Pendidikan Kewirausahaan, Efikasi Diri Kewirausahaan, dan Sikap Kewirausahaan memiliki pengaruh positif terhadap Niat Berwirausaha Hijau pada Muslim Gen Z. Penelitian ini menyarankan agar penelitian selanjutnya dapat mengeksplorasi bagaimana lebih jauh mengintegrasikan nilai-nilai Islam dan program bimbingan untuk mendukung aspirasi kewirausahaan hijau pada Muslim Gen Z.*

Kata Kunci: entrepreneurial, green entrepreneurship, green business

JIHBIZ
Journal of Islamic Economy, Finance, and Banking
P-ISSN 1238-1235 | E-ISSN 2807-6028
Vol. 8 No. 2 2024
Page 100-114

Published by:
Program Studi Ekonomi Syariah dan
Program Studi Perbankan Syariah
Universitas Islam Raden Rahmat,
Malang, East Java, Indonesia

Website:
http://ejournal.uniramalang.ac.id/index.php/jihbiz/

Article's DOI:
https://doi.org/10.33379/jihbiz.v8i2.4507

Author(s):

Sufiana Noor [1]
Email: sufiana@iainkudus.ac.id

Fitri Rahmawati [2]
Email: fitrirahmawatijpr@gmail.com

Affiliation:

[1] *State Islamic Institute (IAIN) Kudus, Central Java. Indonesia*

Correspondence:
sufiana@iainkudus.ac.id

Article Type: Research Paper

Submission's History:

Received	:	3 June 2024
Revised	:	23 June 2024
Accepted	:	1 July 2024

1. Introduction

According to the Minister of Cooperation and SMEs Teten Masduki, towards Indonesia advance by 2045 the ratio of entrepreneurship or entrepreneurial becomes one of the prerequisites that

must be met. Entrepreneurship is one of the main drivers of socio-economic development. Entrepreneurs play an important role in economic development because of their remarkable contribution to economic growth. Innovation, the creation of new jobs, and increased acceptance of the state through taxes will be driven by entrepreneurial (Mahfud et al., 2020). A survey from Jajak Pendapat (Jakpat) agency shows that Indonesian young people's interest in pursuing careers most respondents want to be an Entrepreneur known 58.3% respondents who decided to become an entrepreneur with the rest want to become a civil servant, investor, and employee of State-Owned Enterprises (Nuralam, 2023).

Increased consumption, often driven by entrepreneurial activities, leads to an increase in waste production. Innovation and new products produced by the entrepreneur often lead to greater material use and ultimately more waste (Pichtel, 2014). Nowadays, one of the greatest threats to human survival is environmental damage that has increased rapidly over the last two decades. (Hugo & Nuringsih, 2020). Nevertheless, the Jajak Pendapat (Jakpat) survey shows that a large proportion of young consumers, among millennials and the current Generation Z, show an increasingly concerned attitude towards the environment. In the shopping they do some things that can support their concern for environmental damage It can be seen in the table below where Gen Z begins to undertake some activities that can show their care for the environment (Annur, 2022).

Table 1 Variety of Gen Z Consumer Care Forms for the Environment

No	Care Form	Percentage
1	Bring the shopping bag	69,8%
2	Using environmentally friendly products	56,2%
3	Product recycle	46,4%
4	Choose nature products	45,2%
5	Buy refill products	42,1%
6	Environmental care brand	36,2%
7	Recycle the old clothes	32,5%

Source: databoks.katada.co.id

Seeing the changes in consumption patterns in society, especially in the millennial generation and generation Z, as well as environmental awareness of the green market, creates a great and promising opportunity for new entrepreneurs. This is certainly an opportunity for entrepreneurs to commit to developing Green Entrepreneurs. Not only does it affect the environment, Green Entrepreneurs also affect the business side because they pay more attention to new policies and business plans that focus on energy efficiency, the use of environmentally friendly production machines, and waste disposal that does not damage the environment (Sudyasjayanti & Pd, 2017).

Allah SWT commands humans to always protect the environment, it is also part of the manifestation of one's faith. In the process of achieving prosperity, humans must be able to manage and utilize natural resources as well as possible and jointly protect the environment, so that being a Muslim entrepreneur is obliged to participate in preserving the environment (Muhammad, 2022).

Higher education institutions play a vital strategic role in promoting green entrepreneurship by enhancing scientific knowledge, establishing responsible future behaviour, and strengthening green entrepreneurship capabilities, which are the cornerstone for sustainable development (Anghel & Anghel, 2022).

Entrepreneurial education is considered good and interesting for students will result in increased entrepreneurial behaviour. One of the main goals of entrepreneurship education is to teach and guide people to become responsible and successful entrepreneurs and increase awareness of the importance of acquiring entrepreneurial skills. Many industries, even SMEs, do not pay attention to environmental sustainability because they only consider large profits from each sale. An entrepreneur needs to learn a lot about how to build a business that respects the environment (Meliani & Panduwinata, 2022).

Mostly universities use entrepreneurship education to teach students about entrepreneurial values, attitudes, knowledge and spirit. This will help students become more innovative, independent and creative individuals. Entrepreneurship education helps students gain basic skills and become creative and skilled entrepreneurs (Nengseh & Kurniawan, 2021). Providing entrepreneurship courses has a positive effect on the Green Entrepreneur spirit (Meliani & Panduwinata, 2022). Previous research showed different result where Entrepreneurial Education did not have a positive influence on Ecology Entrepreneurial Intention (Hugo & Nuringsih, 2020).

Self-efficacy has been associated with entrepreneurship and can be defined as a person's belief in their entrepreneurial ability to achieve growth targets while still considering environmental safety. In addition, it is also about the entrepreneur's belief that their economic venture can be part of a good change. Entrepreneurial Self Efficacy or entrepreneurial self-efficacy is a person's ability to drive motivation, cognitive abilities, and certain actions so that in entrepreneurship (Guo, 2022). Educational Support and Self-Efficacy do not have a significant influence on Entrepreneurial Intention (Liadi & Budiono, 2019). However, in subsequent research it was found that entrepreneurial self-efficacy has a positive and significant influence on Green Entrepreneurial Intention (Maryani & Yuniarsih, 2022).

Entrepreneurial attitude is a more consistent measure of entrepreneurial behaviour that can be enhanced by intervention from the environment. Thus, a person's approach to entrepreneurship can be described as having an entrepreneurial attitude. Green entrepreneurship competence among college students can be described as the capacity of students to create green businesses by using previously acquired information and knowledge to form and develop specific attitudes and skills regarding Green Entrepreneurial (Ledi et al., 2022). A significant direct influence is shown in the influence of entrepreneurial attitude orientation on entrepreneurial intentions, while an indirect influence is shown in the influence of entrepreneurial attitude orientation on entrepreneurial intentions (Mahfud et al., 2020).

Green Entrepreneurial is a growing interest in the field of business studies. It is the entrepreneurial process of venturing into green business. Green entrepreneurship is defined as a business activity that produces environmentally friendly products or services. Green entrepreneurship improves environmental quality, protects ecological systems, and reduces deforestation. Green Entrepreneurs are committed to making their business green by adopting environmentally friendly production technologies and producing environmentally friendly products (Wei- & Nordin, 2019).

 Copyright © 2024, JIHBIZ – Jurnal Ekonomi, Keuangan dan Perbankan Syariah

Referring to several previous studies and the phenomenon of environmental concern in Gen Z, this study aims to identify factors that influence the formation of green entrepreneurs. Can entrepreneurial education obtained in college, entrepreneurial self-efficacy, and entrepreneurial attitudes towards the environment influence green entrepreneurial intentions so that Gen Z can contribute more to a sustainable economy?

2. Literature Review and Hypotheses

2.1 Entrepreneurial Education

Entrepreneurial education has emerged as a prominent area of study and practice in recent years, garnering significant attention due to its potential to foster economic and social development. Research suggests that entrepreneurial mindsets and skills can be nurtured through targeted education, leading to increased entrepreneurial intentions and behaviours (Ratten & Jones, 2021). Entrepreneurial education (EE) can be viewed from the ability to analyses opportunities, the ability to increase entrepreneurial insight and develop a mindset regarding entrepreneurship (Meliani & Panduwinata, 2022). Several studies have shown that green entrepreneurial intention (GEI) is influenced by entrepreneurial education (Makuya & Changalima, 2024; Meliani & Panduwinata, 2022; Setyanti & dkk, 2021).

H_1: Entrepreneurial education affects Green Entrepreneurial Intention

2.2 Entrepreneurial Self-Efficacy

A person's ability to mobilize motivation, cognitive abilities, and certain actions to achieve success in entrepreneurship (Hussain et al., 2021). Self-efficacy plays a crucial role in influencing green entrepreneurial intention, which refers to an individual's desire to start and operate environmentally friendly businesses (Ediagbonya, 2023). Similar finding also found that entrepreneurial self-efficacy (ESE) has a positive effect on green entrepreneurial intention (GEI) (Alvarez-Risco et al., 2021; Maryani & Yuniarsih, 2022).

H_2: Entrepreneurial self-efficacy affects Green Entrepreneurial Intention

2.3 Entrepreneurial Attitude

Entrepreneurial attitude is the extent to which an individual realizes that there is a great prospect for them to start a new company, or how much they attach to the high status of entrepreneur. A person's approach to entrepreneurship can be described as having an entrepreneurial attitude (Ledi et al., 2022). Research suggests a strong positive correlation between these two factors, highlighting the significant influence of entrepreneurial attitude on the pursuit of green entrepreneurship. Several studies have empirically demonstrated this connection. Previous research found a positive relationship between entrepreneurial attitude (EA) and green entrepreneurial intention among college students in Algeria (Bouarar et al., 2022). Similar findings also found in many studies (Vegirawati, 2024; Wei- & Nordin, 2019).

H_3: Entrepreneurial attitude affects Green Entrepreneurial Intention

2.4 Green Entrepreneurial Intention

Green entrepreneurship is a business activity that shows benefits that can be applied to environmental care activities (Anghel & Anghel, 2022). Green entrepreneurship is gaining significant traction as businesses strive for sustainability and environmental responsibility. Understanding the factors influencing individuals' intentions to pursue green entrepreneurial ventures is crucial for promoting this field (Muo & Azeez, 2019). Green entrepreneurship aims to give businesses a competitive advantage now and in the future by combining social and environmental benefits. Planning strategies from raw material processing to marketing can also help reduce pollution (Meliani & Panduwinata, 2022).

3. Method

This research uses a quantitative approach, it uses quantitative data or other types of data that can be quantified and processed statistically (Yusuf, 2017). The population in this study were Muslim Gen Z (born 1997 – 2012) in Kudus Regency This study uses a non-probability sampling technique. This technique does not provide equal opportunities for each member of the population that is sampled (Sugiyono, 2018). Furthermore, the research used purposive sampling with special criteria, namely college students who had completed entrepreneurship courses. Questionnaires were distributed through the Google Forms to collect data. Incomplete replies and those with central tendency were excluded from the research, remaining 233 full responses. This number meets the recommended sample size for further testing.

4. Result and Discussion

4.1 Respondents Overview

A total of 233 respondents, the characteristics of the respondents from the results of the questionnaire distributed were based on gender and the length of time the business had been running.

Table 2 Frequency Distribution of Respondents by Gender

No	Gender	Total Respondents	Percentage
1	Male	64	27,5%
2	Female	169	72,5%
Total		233	100%

Source: Data processed, 2024

Table 2 shows that 72.5% of respondents to the questionnaire were female meanwhile Table 3 demonstrate length of business operation. Most respondents are in the age range of 17-19 years.

Copyright © 2024, JIHBIZ – Jurnal Ekonomi, Keuangan dan Perbankan Syariah

Table 3 Frequency Distribution of Respondents Based on Age

No	Age Range	Total Respondents	Percentage
1	17 yrs – 19 yrs	96	41,20%
2	20 yrs – 22 yrs	105	45,07%
3	23 yrs – 25 yrs	32	13,73%
Total		233	100%

Source: Data processed, 2024

4.2 Statistical Test Results

4.2.1 Validity Test

The statistical test was calculated using SPSS 23. Determining the feasibility of each statement, a significance test is carried out by comparing the R_{count} and R_{table} values obtained using the formula df = n-2, where n is the number of samples. In this study, the sample used was 233 samples with a significance level of 0.05. Then the R_table of 233-2 = 231 is 0.1286. If $R_{count} > R_{table}$ and R_{count} has a positive value, then the statement items can be said to be valid. The following results of the validity analysis can be seen in the Table 4:

Table 4 Validity Test Result

Variable	Item	*Corrected Item Total Correlation* (R_{count})	R_{table}	Description
Entrepreneurial Education (X1)	EE1	0.785	0.1286	Valid
	EE2	0.696	0.1286	Valid
	EE3	0.678	0.1286	Valid
	EE4	0.775	0.1286	Valid
	ED5	0.772	0.1286	Valid
Entrepreneurial Self Efficacy (X2)	ESE1	0.796	0.1286	Valid
	ESE2	0.696	0.1286	Valid
	ESE3	0.808	0.1286	Valid
	ESE4	0.750	0.1286	Valid
	ESE5	0.737	0.1286	Valid
	ESE6	0.725	0.1286	Valid
	ESE7	0.745	0.1286	Valid
	ESE8	0.819	0.1286	Valid
Entrepreneurial Attitude (X3)	EA1	0.696	0.1286	Valid
	EA2	0.782	0.1286	Valid
	EA3	0.703	0.1286	Valid
	EA4	0.787	0.1286	Valid
	EA5	0.855	0.1286	Valid
Green Entrepreneurial Intention (Y)	GEI1	0.772	0.1286	Valid
	GEI2	0.696	0.1286	Valid
	GEI3	0.797	0.1286	Valid
	GEI4	0.511	0.1286	Valid
	GEI5	0.720	0.1286	Valid
	GEI6	0.770	0.1286	Valid
	GEI7	0.761	0.1286	Valid

Source: Data processed, 2024

Table 4 presents 25 statement items used to measure the four variables of Entrepreneurial Education (X1), Entrepreneurial Self Efficacy (X2), Entrepreneurial Attitude (X3) and Green Entrepreneurial Intention (Y) all of which have R_{count} values that are greater than R_{table} so that all statement items can be declared valid.

4.2.2 Reliability Test

The statement item can be said to be reliable if the Cronbach's Alpha value is > 0.60 (Ghozali, 2016). The reliability test in this study can be seen in Table 5. The results of the reliability test for each item shown in the table above show that the Cronbach's Alpha value is > 0.60 so that it can be stated that all statement items in variables X1, X2, X3 and Y are reliable.

Table 5 Reliability Test Result

Variables	Cronbach's Alpha	Alpha Score Standard Limit	Description
Entrepreneurial Education (X1)	0.906	0.60	Reliable
Entrepreneurial Self Efficacy (X2)	0.888	0.60	Reliable
Entrepreneurial Attitude (X3)	0.862	0.60	Reliable
Green Entrepreneurial Intention (Y)	0.822	0.60	Reliable

Source: Data processed, 2024

4.2.3 Multicollinearity Test

This test is used to determine whether the regression model has a relationship between independent variables; Entrepreneurial Education, Entrepreneurial Self Efficacy, and Entrepreneurial Attitude. The regression model can be said to be good if there is no correlation between independent variables.

Table 6 Multicollinearity Test Result

Variable	Tolerance	VIF	Multicolinearity
Entrepreneurial Education (X1)	0.548	1.826	No
Entrepreneurial Self Efficacy (X2)	0.418	2.390	No
Entrepreneurial Attitude (X3)	0.448	2.231	No

Source: Data processed, 2024

Table 6 shown all Tolerance values > 0.10 and VIF values < 10, so it can be concluded that the regression model does not contain multicollinearity and is declared to have passed the multicollinearity test.

Copyright © 2024, JIHBIZ – Jurnal Ekonomi, Keuangan dan Perbankan Syariah

4.2.4 Heteroscedasticity Test

The absence of heteroscedasticity (Homoscedasticity) is a characteristic of a good regression model. How to predict the presence or absence of heteroscedasticity can be seen from the model's scatterplot graph pattern (Ghozali, 2018).

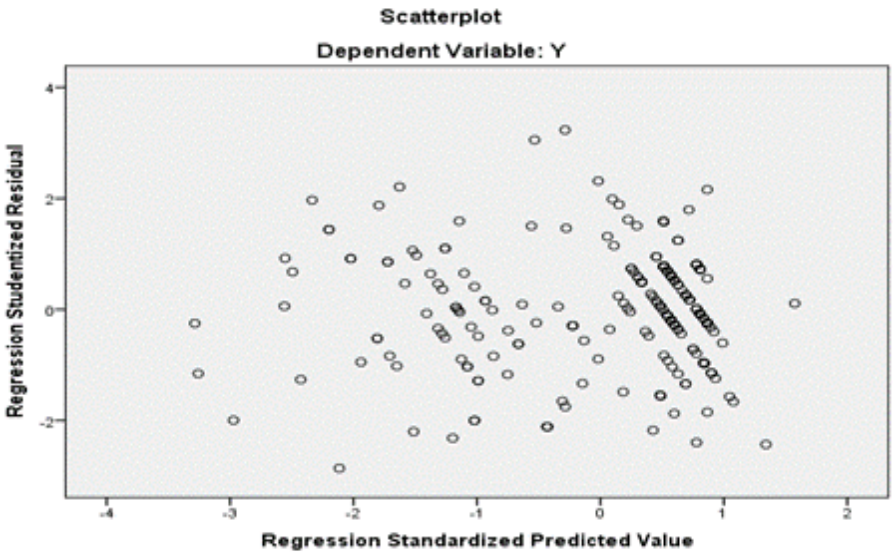

Figure 1 ScatterPlot Diagram

Source: Data processed, 2024

The results of the heteroscedasticity test shown in the scatterplot graph above show that the points are spread randomly and the distribution is above and below the number 0 on the Y axis (Entrepreneurial Intention), so it can be concluded that this regression model does not experience heteroscedasticity and this regression model is suitable for use.

4.2.5 Normality Test

The Normality Test aims to analyses the independent variable data (X) and variable data (Y) in the regression equation whether they are normally distributed or not. The normality test in this study uses a statistical analysis test with the Kolmogorov-Smirnov technique as follows:

Table 7 Normality Test Result One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		233
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	1.24400702
Most Extreme Differences	Absolute	.076
	Positive	.065
	Negative	-.076
Kolmogorov-Smirnov Z		1.160
Asymp. Sig. (2-tailed)		.136

a. Test distribution is Normal.

b. Calculated from data.

Table 7 demonstrates that the Asymp. Sig. (2-tailed) value is 0.136. The study data is reported to be regularly distributed because the value of 0.136 is greater than 0.05. Meanwhile Figure 2 shows that dots spread around the diagonal line and follow a series of diagonal lines. From these results, the researcher concluded that the data used was normally distributed.

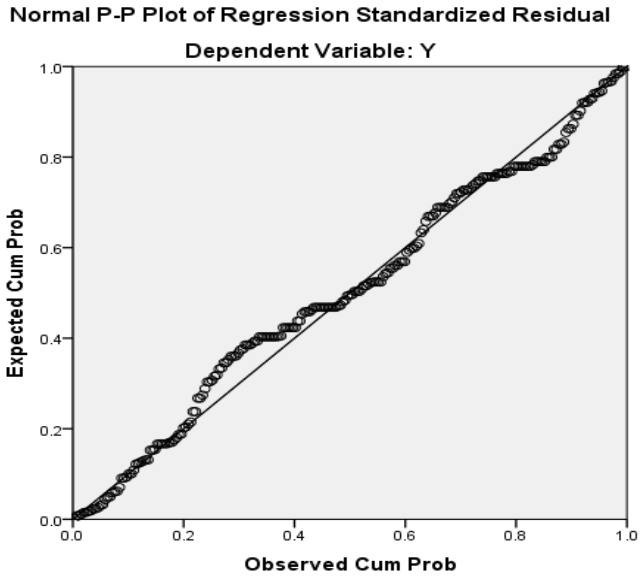

Figure 2 Normality Test Result

Source: Data processed, 2024

4.3 Hypotheses Test

Regression Analysis Test Results

This study aims to see the influence of Entrepreneurial Education, Entrepreneurial Self Efficacy, and Entrepreneurial Attitude on Green Entrepreneurial Intention. The summary of regression analysis test results can be seen in Table 8.

 Copyright © 2024, JIHBIZ – Jurnal Ekonomi, Keuangan dan Perbankan Syariah

Table 8 Regression Analysis Test Result

No.	Test	Score	Result
1.	Regression Coefficient	Constanta (α)= 2.370 β_1 = 0.111 β_2 = 0.207 β_3 = 0.858	It shows the magnitude of the influence of each variable X on Y separately
2.	Determination coefficient	R^2 = 0.893	The influence of Entrepreneurial Education, Entrepreneurial Self Efficacy, and Entrepreneurial Attitude on Green Entrepreneurial Intention is 89.3% while 10.7% is influenced by other variables.
3.	F Test	F = 643.939 sig= 0.000	The multiple regression model tested can significantly explain the variation in the data. The independent variables included in the model together have a significant influence on the dependent variable.
4.	t Test	t_1= 2.972 sig=0.003 t_2= 7.904 sig=0.000 t_3=21.134 sig=0.000	• Entrepreneurial Education (X_1) has an impact on Green Entrepreneurial Intention (Y). • Entrepreneurial Self Efficacy (X_2) has an influence on Green Entrepreneurial Intention. • Entrepreneurial Attitude (X_3) has an impact on Green Entrepreneurial Intention.

Source: Data processed, 2024

4.4 Discussion

4.4.1 The Influence of Entrepreneurial Education on Green Entrepreneurial Intention

The first hypothesis test carried out on the IBM SPSS 23 statistical program, proved that Entrepreneurial Education (X1) has an influence on Green Entrepreneurial Intention. Determining the effect of the Entrepreneurial Education variable, (X1) on Green Entrepreneurial Intention (Y), it can be seen from the t_{count} value of Entrepreneurial Education which is 2.972. which is greater than the t table value of 1.970 (2.972> 1.970) with a significance of 0.003 <0.05. This shows that the first hypothesis (H_1) which states that the Entrepreneurial Education variable has a positive effect on Green Entrepreneurial Intention can be accepted.

The results of this study are in line with research conducted by previous researchers, Setyanti, et al (2021) where the results of the study also stated that entrepreneurship education has a significant positive effect on interest in entrepreneurship. The other research from Devita Meliani and Lifa F Panduwinata (2022) also stated that the entrepreneurship course variable has a positive effect on the Formation of Students' Green Entrepreneurial Spirit.

4.4.2 The Influence of Entrepreneurial Self Efficacy on Green Entrepreneurial Intention

The t_{count} value of Entrepreneurial Self Efficacy (X2) obtained 7.904, this value is greater than the t_{table} (7.904 > 1.970) with a significance value of 0.000 < 0.05. This shows that the first hypothesis (H_2) which states that the Entrepreneurial Self Efficacy variable has a positive effect on the Green Entrepreneurial Intention variable. Aldo Alvarez-Risco et al. (2021) accomplished a prior research that is similar to this one. The findings of this study revealed that entrepreneurial self-efficacy has a favourable impact on green entrepreneurial goals. These findings are consistent with those reported by Linda Maryani and TjuTju Yuniarsih (2022), who found that the Entrepreneurial Self Efficacy variable has a substantial influence on Green Entrepreneurial Intention.

4.4.3 The Influence of Entrepreneurial Attitude on Green Entrepreneurial Intention

The results of the third hypothesis test prove that Entrepreneurial Self Efficacy (X2) has an influence on Green Entrepreneurial Intention of FEBI IAIN Kudus students in 2020. This result can be seen from the t_{count} value of Entrepreneurial Attitude (X3) which obtained 21.134, this value is greater than t_{table} (21.134> 1.970) with a significance value of 0.000 <0.05. this shows that the first hypothesis (H_3) which states that the Entrepreneurial Attitude variable has a positive effect on the Green Entrepreneurial Intention variable.

The results of this study are like the results of research by Felicia Natali Liadi and Herlina Budiono (2019) which show that the attitude variable has a significant influence on green entrepreneurial intention in students. Other research from in Malaysia shows that entrepreneurial attitude has an effect on green entrepreneurial intention (Wei- & Nordin, 2019).

5. Conclusion and Recommendation

This study found that Entrepreneurial Education (X_1), Entrepreneurial Self Efficacy (X_2), and Entrepreneurial Attitude (X_3) all have positive influences on Green Entrepreneurial Intention (Y) among Gen Z Muslim in Kudus Regency. These findings are consistent with previous research on entrepreneurship education and green entrepreneurship.

Based on these findings, the study proposes that colleges and institutions implement Entrepreneurial Education, create programs to improve Entrepreneurial Self-Efficacy, and cultivate good Entrepreneurial Attitudes among students. By doing so, these institutions may play a greater part in encouraging students to start green businesses. In addition to the recommendations made previously, universities and organizations can target Muslim Gen Z by adding Islamic beliefs and concepts into their entrepreneurship education programs. This could include classes on Islamic business ethics, social entrepreneurship, and the role of enterprises in supporting environmental sustainability.

Furthermore, institutions should set up mentorship programs that connect Muslim Gen Z entrepreneurs with notable Muslim business leaders. Universities and institutions can better encourage Muslim Generation Z's green entrepreneurial endeavours by modifying their

 Copyright © 2024, JIHBIZ – Jurnal Ekonomi, Keuangan dan Perbankan Syariah

educational offerings to their specific needs and interests. These could be future research topics for encouraging Muslim Gen Z green entrepreneurship intentions.

References

Alvarez-Risco, A., Mlodzianowska, S., García-Ibarra, V., Rosen, M. A., & Del-Aguila-Arcentales, S. (2021). Factors affecting green entrepreneurship intentions in business university students in covid-19 pandemic times: Case of ecuador. *Sustainability (Switzerland)*, *13*(11). https://doi.org/10.3390/su13116447

Anghel, G. A., & Anghel, M. A. (2022). Green Entrepreneurship among Students—Social and Behavioral Motivation. *Sustainability (Switzerland)*, *14*(14), 1–19. https://doi.org/10.3390/su14148730

Annur, C. M. (2022). *Survei: Banyak Anak Muda Semakin Peduli Terhadap Lingkungan*. https://databoks.katadata.co.id/datapublish/2022/09/16/survei-banyak-anak-muda-semakin-peduli-terhadap-lingkungan

Bouarar, A. C., Mouloudj, S., Makhlouf, A., & Mouloudj, K. (2022). Predicting Students' Intentions to Create Green Start-ups: A Theory of Planned Behaviour Approach. *SHS Web of Conferences*, *135*, 01002. https://doi.org/10.1051/shsconf/202213501002

Ediagbonya, K. (2023). Green Entrepreneurship And Green Self-Efficacy As Predictors Of Business Education Students' Green Entrepreneurial Intention In Public Universities In Edo State Business Education Students ' Green Entrepreneurial Intention In. *AAU Journal of Business Educators (AAUJBE)*, *3*(1).

Ghozali, I. (2016). *Aplikasi Analisis Multivariat dengan Program SPSS*. Badan Penerbit Universitas Diponegoro.

Ghozali, I. (2018). *Aplikasi Analisis Multivariate dengan Program IBM SPSS 26* (10th ed.). Badan Penerbit UNDIP.

Guo, J. (2022). The significance of green entrepreneurial self-efficacy: Mediating and moderating role of green innovation and green knowledge sharing culture. *Frontiers in Psychology*, *13*(September), 1–18. https://doi.org/10.3389/fpsyg.2022.1001867

Hugo, E. M., & Nuringsih, K. (2020). Entrepreneurial Education, Green Orientation Entrepreneur, dan Green Value terhadap Ecology Entrepreneurial Intention. *Jurnal Manajerial Dan Kewirausahaan*, *2*(4), 914. https://doi.org/10.24912/jmk.v2i4.9871

Hussain, I., Nazir, M., Hashmi, S. B., Shaheen, I., Akram, S., Waseem, M. A., & Arshad, A. (2021). Linking green and sustainable entrepreneurial intentions and social networking sites; the mediating role of self-efficacy and risk propensity. *Sustainability (Switzerland)*, *13*(13). https://doi.org/10.3390/su13137050

Ledi, K. K., Ameza-Xemalordzo, E., & Owusu, J. (2022). the Role of Entrepreneurial Attitude and Opportunity Recognition on Entrepreneurial Intention of University Students. *International Journal of Entrepreneurial Knowledge*, *10*(2), 54–67. https://doi.org/10.37335/ijek.v10i2.155

 Copyright © 2024, JIHBIZ – Jurnal Ekonomi, Keuangan dan Perbankan Syariah

Liadi, F. N., & Budiono, H. (2019). Pengaruh Dukungan Pendidikan, Sikap Dan Efikasi Diri Terhadap Intensi Kewirausahaan Pada Mahasiswa Semester Satu. *Jurnal Manajerial Dan Kewirausahaan*, *1*(3), 447. https://doi.org/10.24912/jmk.v1i3.5355

Mahfud, T., Triyono, M. B., Sudira, P., & Mulyani, Y. (2020). The influence of social capital and entrepreneurial attitude orientation on entrepreneurial intentions: the mediating role of psychological capital. *European Research on Management and Business Economics*, *26*(1), 33–39. https://doi.org/10.1016/j.iedeen.2019.12.005

Makuya, V., & Changalima, I. A. (2024). Unveiling the role of entrepreneurship education on green entrepreneurial intentions among business students: gender as a moderator. *Cogent Education*, *11*(1). https://doi.org/10.1080/2331186X.2024.2334585

Maryani, L., & Yuniarsih, T. (2022). Pengaruh Entrepreneurial Self Efficacy Dan Entrepreneurial Orientation Terhadap Green Entrepreneurial Intention. *OIKOS Jurnal Kajian Pendidikan Ekonomi Dan Ilmu Ekonomi*, *VI*(Vol 6 No 2), 179–188. https://doi.org/10.23969/oikos.v6i2.5803

Meliani, D., & Panduwinata, L. F. (2022). Pengaruh Mata Kuliah Kewirausahaan dan Motivasi Berwirausaha terhadap Pembentukan Jiwa Green Entrepreneur Mahasiswa. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, *10*(1), 16–30. https://doi.org/10.26740/jpap.v10n1.p16-30

Muhammad, A. (2022). Urgensi Pelestarian Lingkungan Hidup Dalam Al-Qur'an. *Jurnal Pilarr : Jurnal Kajian Islam Kontemporer*, *13*(1), 67–87.

Muo, I., & Azeez, A. A. (2019). Green Entrepreneurship: Literature Review and Agenda for Future Research. *International Journal of Entrepreneurial Knowledge*, *7*(2), 17–29. https://doi.org/10.37335/ijek.v7i2.90

Nengseh, R. R., & Kurniawan, R. Y. (2021). Efikasi Diri Sebagai Mediasi Pengaruh Pendidikan Kewirausahaan Dan Motivasi Berwirausaha Terhadap Minat Berwirausaha Mahasiswa. *Edunomic Jurnal Pendidikan Ekonomi*, *9*(2), 156. https://doi.org/10.33603/ejpe.v9i2.5157

Pichtel, J. (2014). *Waste Management Practices: Municipal, Hazardous, and Industrial" John Pichtel* (2nd ed.). CRC Press.

Ratten, V., & Jones, P. (2021). Entrepreneurship and management education: Exploring trends and gaps. *The International Journal of Management Education*, *19*(1). https://doi.org/10.1016/j.ijme.2020.100431

Setyanti, S. W. L. H., & dkk. (2021). Pengaruh Pendidikan Kewirausahaan, Efikasi diri Berwirausaha, dan Faktor Lingkungan Terhadap Minat Berwirausaha Mahasiswa Perguruan Tinggi Islam di Jember. *Jurnal Manajemen Dan Kewirausahaan*, *9*(1), 55–64.

Sudyasjayanti, C., & Pd, S. (2017). *The Green Behavior Differences of Green Entrepreneur Intentions among Male and Female Students*. *7*(12), 1326–1335. https://doi.org/10.6007/IJARBSS/v7-i12/3786

Sugiyono. (2018). *Metode Penelitian Bisnis*. Alfabeta.

Vegirawati, T. (2024). Muslim Students Environment. *International Journal of Islamic Economics and Finance Studies*, *10*(1). https://doi.org/https://do?.org/10.54427/?j?sef.1365422

Wei-, L. C., & Nordin, N. (2019). Green Entrepreneurial Intention of Mba Students: a Malaysian Study. *International Journal of Industrial Management*, *5*, 38–55. https://doi.org/10.15282/ijim.5.0.2020.5621

Yuri Nuralam, C. (2023). *survei minat milenial, 58% pemuda memilih jadi pengusaha*. Medcom.Id.

Yusuf, M. (2017). *METODE PENELITIAN Kuantitaif, Kualitatif, dan Penelitian Gabungan* (4th ed.). Kencana.

 Copyright © 2024, JIHBIZ – Jurnal Ekonomi, Keuangan dan Perbankan Syariah