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GREEN ENTREPRENEURIAL INTENTION AMONG SEBELAS MARET UNIVERSITY STUDENTS: THE MEDIATING ROLE OF SELF-EFFICACY

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ABSTRACT
The rapid pace of industrial growth has become one of the primary causes of environmental pollution in Indonesia. The increasing environmental problems resulting from industrial activities highlight the need for entrepreneurs who are oriented toward sustainability. However, the level of green entrepreneurial intention among university students, particularly those at Universitas Sebelas Maret (UNS), remains relatively low, necessitating the identification of factors that can foster their intention to engage in green entrepreneurship. This study investigates the effects of entrepreneurial education and green campus support on green entrepreneurial intention and examines the mediating role of entrepreneurial self-efficacy in the relationships between entrepreneurial education, green campus support, and green entrepreneurial intention. This study employed a descriptive quantitative approach, with data collected through a questionnaire. A total of 246 active UNS students from the 2022 cohort were selected as the research sample. The findings reveal that entrepreneurial education and green campus support have a positive and significant partial effect on green entrepreneurial intention. Furthermore, entrepreneurial self-efficacy has a significant effect on green entrepreneurial intention and partially mediates the effects of entrepreneurial education and green campus support on green entrepreneurial intention. This study contributes to the development of the green entrepreneurship literature by clarifying the role of entrepreneurial self-efficacy as a mediating mechanism linking entrepreneurial education and green campus support to green entrepreneurial intention. Practically, the findings suggest that higher education institutions should strengthen entrepreneurship education and foster a sustainability-supportive campus environment to enhance students' green entrepreneurial intention..
Keywords: entrepreneurial education; entrepreneurial self-efficacy; green entrepreneurial intention; green campus support

ABSTRAK
Pesatnya laju industri menjadi salah satu penyebab utama permasalahan pencemaran lingkungan di Indonesia. Meningkatnya permasalahan lingkungan akibat aktivitas industri menuntut hadirnya wirausaha yang berorientasi pada keberlanjutan. Namun, tingkat green entrepreneurial intention mahasiswa, khususnya mahasiswa Universitas Sebelas Maret, masih relatif rendah sehingga diperlukan identifikasi faktor-faktor yang dapat mendorong niat berwirausaha hijau. Penelitian ini bertujuan mengkaji pengaruh Entrepreneurial Education dan Green campus support terhadap Green entrepreneurial intention, serta peran Entrepreneurial self-efficacy dalam memediasi hubungan antara Entrepreneurial Education dan Green campus support terhadap Green entrepreneurial intention. Penelitian ini menggunakan metode kuantitatif deskriptif dengan teknik pengumpulan data kuesioner. Sampel penelitian ini sebanyak 246 mahasiswa aktif UNS angkatan 2022. Hasil penelitian menunjukkan bahwa Entrepreneurial education dan Green campus support berpengaruh positif dan signifikan secara parsial terhadap Green e entrepreneurial intention. Selain itu, entrepreneurial self-efficacy berpengaruh signifikan terhadap green entrepreneurial intention dan

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mampu memediasi secara parsial pengaruh entrepreneurial education serta green campus support terhadap green entrepreneurial intention. Penelitian ini berkontribusi pada pengembangan literatur green entrepreneurship dengan memperjelas peran entrepreneurial self-efficacy sebagai mekanisme mediasi yang menghubungkan entrepreneurial education dan green campus support dengan green entrepreneurial intention. Secara praktis, hasil penelitian ini mengindikasikan bahwa perguruan tinggi perlu memperkuat pendidikan kewirausahaan dan menciptakan lingkungan kampus yang mendukung keberlanjutan untuk meningkatkan green entrepreneurial intention mahasiswa.
***Kata kunci**: dukungan kampus hijau; efikasi diri kewirausahaan; niat kewirausahaan hijau; pendidikan kewirausahaan*

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Introduction

The industrial sector plays a crucial role in supporting Indonesia's economy. This sector is the largest contributor to Indonesia's Gross Domestic Product (GDP), accounting for 18.34% of the national GDP (Badan Pusat Statistik RI, 2025). However, the rapid growth of industrial activity has also become a primary cause of environmental pollution in Indonesia. This is evidenced by a statement from the international research institution, the World Resources Institute (WRI), which reported that the industrial sector accounts for approximately 34% of national greenhouse gas emissions and is projected to double by 2030. Furthermore, industrialization in Indonesia contributes to air, water, and soil pollution by releasing hazardous substances into the atmosphere, including carbon dioxide (CO_2), methane, dust particles, volatile organic compounds, and sulfur dioxide. Environmental degradation is further exacerbated by inadequate waste management practices and the heavy dependence of industrial production processes on fossil fuels (Xudaykulova et al., 2024).

Amid the growing environmental challenges, green entrepreneurship has emerged as an approach that extends beyond the pursuit of economic profit by aligning business activities with sustainability, resource efficiency, and environmental responsibility (Cahyati et al., 2025). Green entrepreneurship can help reduce environmental degradation through sustainable innovation, efficient resource use, and environmentally responsible business practices, while simultaneously creating new employment opportunities that support the development of a green economy. In this regard, higher education institutions play a critical role in fostering green entrepreneurship among students by encouraging the development of green entrepreneurial intentions (Wagner et al., 2021).

Research on Green Entrepreneurial Intention (GEI) has expanded considerably in recent years. Mambali et al. (2024) found that Entrepreneurial Education (EE) has a positive and significant direct and indirect effect on Green Entrepreneurial Intention through Entrepreneurial Self-Efficacy (ESE). Entrepreneurial education provides students with an understanding of entrepreneurship's role in society and equips them with knowledge that helps shape entrepreneurial attitudes for their future careers. Similarly, Soomro & Shah (2022)

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demonstrated that entrepreneurial education enhances entrepreneurial self-efficacy by increasing students' confidence in navigating the complexities of starting and managing a business, thereby improving their readiness to engage in entrepreneurial activities.

In addition to entrepreneurial education, studies examining the determinants of GEI have highlighted the importance of environmental factors, particularly Green Campus Support (GCS). Qazi et al. (2020) reported that green campus support positively and significantly influences GEI through various programs that promote environmentally friendly activities, especially entrepreneurship-related initiatives. Likewise, Yi (2021) argued that green campus support enhances students' green entrepreneurial intentions, emphasizing the need for universities to strengthen green entrepreneurship organizations that provide students with entrepreneurial resources and guidance.

These findings suggest that environmental factors, including entrepreneurial education and green campus support, play an important role in fostering students' green entrepreneurial intentions. Nevertheless, previous studies have reported inconsistent findings regarding the influence of these factors on GEI. Endarwati (2025); Kumar et al. (2026); Rahmanto et al. (2024) found that entrepreneurial education affects GEI both directly and indirectly through entrepreneurial self-efficacy. In contrast, (Viana et al., 2025; Wisanggeni et al., 2023) reported that entrepreneurial self-efficacy does not significantly influence GEI. Furthermore, (Fichter & Tiemann, 2018; Knezović et al., 2026; Qazi et al., 2020) revealed a positive and significant relationship between green university programs and graduates' engagement in green entrepreneurship. However, Andriyati (2024) among students in the Economic Education Program at Universitas Sebelas Maret (UNS) produced contrasting findings, indicating that green campus support did not significantly affect GEI and that entrepreneurial self-efficacy failed to mediate the relationship between GCS and GEI.

The inconsistency in prior findings suggests that the relationships among entrepreneurial education, green campus support, entrepreneurial self-efficacy, and green entrepreneurial intention warrant further investigation. Moreover, studies examining the mediating role of entrepreneurial self-efficacy in the relationships between entrepreneurial education, green campus support, and green entrepreneurial intention remain limited, particularly within the context of higher education institutions in Indonesia. To address this research gap, the present study offers a novel perspective by integrating entrepreneurial education and green campus support as environmental factors and treating entrepreneurial self-efficacy as a personal factor in explaining students' green entrepreneurial intentions from the perspective of Social Cognitive Theory (SCT).

According to the 2025 UI GreenMetric ranking, Universitas Sebelas Maret (UNS) is among the ten most sustainable universities in Indonesia. UNS has implemented various green initiatives that support students in pursuing green entrepreneurship, including the dissemination of a green curriculum by the Institute for Educational Development and Quality Assurance (LPPMP), ecopreneurship

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seminars, entrepreneurship funding schemes, sustainability-themed entrepreneurial research projects within the Student Creativity Program (PKM), and entrepreneurship development programs such as WIBAWA, P2MW, WMK, and ESQUARE. These initiatives are expected to strengthen students' intentions to engage in green entrepreneurship. However, according to the 2024 UNS tracer study, only 5.35% of graduates chose entrepreneurship as their career path. Furthermore, Andriyati (2024) found that only 35% of 60 respondents demonstrated an intention to engage in green entrepreneurship. Similarly, Endarwati (2025) reported that approximately 60% of respondents from several study programs at UNS showed no interest in green entrepreneurship.

Based on these issues, this study aims to analyze the effects of entrepreneurial education and green campus support on green entrepreneurial intention and to examine the mediating role of entrepreneurial self-efficacy among students at Universitas Sebelas Maret. The findings are expected to provide insights for the development of entrepreneurship education that not only focuses on economic value creation but also integrates environmental sustainability principles. In addition, the study offers recommendations for improving the policies and implementation of green campus programs at UNS. The results may also serve as a reference for other universities in developing entrepreneurship curricula and strengthening institutional support mechanisms to enhance students' green entrepreneurial intentions.

Research Methods

This study employed a descriptive quantitative approach, as the data collected were numerical in nature and subsequently analyzed using statistical techniques to examine relationships among variables. The research was conducted from March to April 2026 at Universitas Sebelas Maret (UNS), Surakarta. The study population consisted of all active undergraduate students from the 2022 cohort enrolled at the main campus, totaling 8,192 students. The sample size was determined based on the guidelines proposed by Yount (1999), as presented in Table 1.

Table 1. Sample size determination

Population size	Sampel size
0-100	100%
101-1.000	10%
1.001-5.000	5%
5.000-10.000	3%
>10.000	1%

Source: (Suci et al., 2023)

Based on Table 1, the study population falls within the range of 5,001–10,000 individuals. Accordingly, 3% of the total population was selected, resulting in a sample of 246 students. The sampling technique employed was proportionate

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stratified random sampling, which is a probability sampling method that considers the proportional representation of participants from each stratum within the population (Sugiyono, 2013).

Data were collected using a structured questionnaire designed to obtain information regarding respondents' perceptions of the research variables. The questionnaire employed a four-point Likert scale ranging from 1 to 4. The use of a Likert scale facilitated data measurement and ensured more objective and systematic responses. The instrument consisted of a series of statements developed based on the indicators of each research variable to capture students' perceptions and attitudes toward entrepreneurial education, green campus support, entrepreneurial self-efficacy, and green entrepreneurial intention. Data collection was conducted online through Google Forms distributed to active UNS students from the 2022 cohort.

The data analysis process was carried out through several systematic stages. First, the research instrument was tested for validity and reliability using responses from 30 participants. Validity testing was conducted using the Pearson Product-Moment Correlation. An item was considered valid if the calculated correlation coefficient (*r*calculated) exceeded the critical value (*r*table) or if the significance value was below 0.05 (Ghozali, 2021). Reliability testing was subsequently performed using Cronbach's Alpha. A variable was considered reliable when the Cronbach's Alpha coefficient exceeded 0.70 (Ghozali, 2021).

After the instrument was confirmed to be valid and reliable, the questionnaire was distributed to all selected respondents. The collected data were analyzed using IBM SPSS Statistics 23. Before hypothesis testing, several classical assumption tests were conducted, including normality, linearity, multicollinearity, and heteroscedasticity tests. These tests were performed to ensure the appropriateness of the regression model and to verify that the data met the assumptions required for multiple regression analysis.

Following the fulfillment of the classical assumptions, multiple linear regression analysis was conducted to examine the effects of the independent variables on the dependent variable. The coefficient of determination (R^2) was then calculated to assess the proportion of variance in the dependent variable explained by the independent variables. Hypothesis testing was performed using the t-test, while mediation effects were examined using the Sobel test. Overall, the research procedure was implemented systematically, beginning with research planning, instrument development, and data collection, followed by data analysis and report preparation. This systematic process was undertaken to ensure the scientific rigor and credibility of the research findings.

Results and Discussion

Normality Test

The normality test was conducted using the Kolmogorov–Smirnov test in IBM SPSS Statistics 23. A regression model is considered to satisfy the normality

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assumption when the Asymp. Sig. (2-tailed) value exceeds 0.05. The results of the normality test are presented in Table 2.

Table 2. Normality test

Variable	Sig. Value	Significance Level	Result
Unstandardized residual	0,200	0,05	Normally Distributed

Source: Processed Data, 2026

Based on Table 2, the significance value is 0.200, which is greater than 0.05. Therefore, the data are normally distributed. This result indicates that the normality assumption has been satisfied and that the regression model is appropriate for further analysis.

Linearity Test

The linearity test was performed using the Test of Linearity available in the ANOVA table. A relationship is considered linear when the significance value of Linearity is less than 0.05, and the significance value of Deviation from Linearity exceeds 0.05. The results are presented in Table 3.

Table 3. Linearity test results

Variable Relationship	*Linearity Sig.*	*Deviation from Linearity*	Status
EE dan GEI	0,00	0,666	Linear
GCS dan GEI	0,00	0,406	Linear
ESE dan GEI	0,00	0,736	Linear

Source: Processed Data, 2026

Table 3 shows that the significance values for Linearity are below 0.05, while the significance values for Deviation from Linearity are above 0.05 for all variable pairs. These findings indicate a linear relationship between Entrepreneurial Education (EE) and Green Entrepreneurial Intention (GEI), Green Campus Support (GCS) and Green Entrepreneurial Intention (GEI), as well as Entrepreneurial Self-Efficacy (ESE) and Green Entrepreneurial Intention (GEI).

Multicollinearity Test

The multicollinearity test was conducted to determine whether correlations existed among the independent variables. Multicollinearity is considered absent when the Variance Inflation Factor (VIF) is below 10, and the tolerance value exceeds 0.10. The results are presented in Table 4.

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Table 4. Multicollinearity test results

Variable	Tolerance	VIF	Description
Entrepreneurial education	0,466	2,148	No Multicollinearity
Green campus support	0,514	1,945	No Multicollinearity
Entrepreneurial self efficacy	0,573	1,745	No Multicollinearity

Source: Processed Data, 2026

Based on Table 4, all VIF values are below 10, and all tolerance values exceed 0.10. Therefore, no evidence of multicollinearity was found, indicating that the regression model is suitable for further analysis.

Heteroscedasticity Test

The heteroscedasticity test was conducted using the Glejser test. A regression model is considered free from heteroscedasticity when the significance value exceeds 0.05. The results are presented in Table 5:

Table 5. Heteroscedasticity test results

Variable	Sig	Description
Entrepreneurial education	0,116	No Heteroscedasticity
Green campus support	0,776	No Heteroscedasticity
Entrepreneurial self efficacy	0,939	No Heteroscedasticity

Source: Processed Data, 2026

As presented in Table 5, all significance values are greater than 0.05. Therefore, no evidence of heteroscedasticity was found, indicating that the regression model is suitable for further analysis.

Multiple Linear Regression Analysis

This study employed two multiple linear regression equations. The first equation examined the effects of the independent variables on the mediating variable, while the second equation examined the effects of both the independent and mediating variables on the dependent variable. The results of the multiple linear regression analysis for Equation 1 are presented in Table 6:

Table 6. Multiple linear regression results (equation 1)

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	.715	.169		4.240	.000
Entrepreneurial education	.455	.068	.437	6.685	.000
Green campus support	.318	.076	.274	4.190	.000

Source: Processed Data, 2026

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Table 6 presents the results of Equation 1, where Entrepreneurial Education (EE) and Green Campus Support (GCS) serve as independent variables and Entrepreneurial Self-Efficacy (ESE) serves as the dependent variable. Based on the results, the regression equation can be expressed as:

$$Z = 0{,}715 + 0{,}455X_1 + 0{,}757X_2 + e_1$$

As shown in Equation 1, the constant is 0.715, indicating that when Entrepreneurial Education and Green Campus Support are both 0, Entrepreneurial Self-Efficacy (Z) is 0.715. Furthermore, the regression coefficient for Entrepreneurial Education (X1) is 0.455, indicating that a one-unit increase in Entrepreneurial Education (X1) leads to a 0.455-unit increase in Entrepreneurial Self-Efficacy (Z). The coefficient of X1 is the highest among the independent variables, suggesting that Entrepreneurial Education (X1) has the strongest influence on Entrepreneurial Self-Efficacy (Z). Meanwhile, the regression coefficient for Green Campus Support (X2) is 0.318, indicating that a one-unit increase in Green Campus Support (X2) results in a 0.318-unit increase in Entrepreneurial Self-Efficacy (Z).

Subsequently, a multiple linear regression analysis was conducted for Equation 2 to examine the effects of the independent variables (X) and the mediating variable (Z) on the dependent variable (Y). The results of the multiple linear regression analysis for Equation 2 are presented in Table 7:

Table 7. Multiple linear regression results (equation 2)

Variable	B	Std. Error	Beta	t	Sig.
(Constant)	.493	.154		3.200	.002
Entrepreneurial education	.289	.065	.267	4.433	.000
Green campus support	.158	.069	.131	2.284	.023
Entrepreneurial self efficacy	.494	.057	.475	8.739	.000

Source: Processed Data, 2026

Table 7. presents the results of the second multiple linear regression model, in which Entrepreneurial Education (EE), Green Campus Support (GCS), and Entrepreneurial Self-Efficacy (ESE) are independent variables, and Green Entrepreneurial Intention (GEI) is the dependent variable. Based on these results, Equation 2 can be interpreted as follows.

$$Y = 0{,}493 + 0{,}289X_1 + 0{,}158X_2 + 0{,}494Z + e_2$$

As shown in Equation 2, the constant value is 0.493, indicating that when Entrepreneurial Education (X1), Green Campus Support (X2), and Entrepreneurial Self-Efficacy (Z) are equal to zero, the value of Green Entrepreneurial Intention (Y) remains at 0.493. Furthermore, the regression coefficient of Entrepreneurial

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Education (X1) is 0.289, indicating that a one-unit increase in Entrepreneurial Education (X1) leads to a 0.289-unit increase in Green Entrepreneurial Intention (Y). The regression coefficient of Green Campus Support (X2) is 0.158, indicating that a one-unit increase in Green Campus Support (X2) results in a 0.158-unit increase in Green Entrepreneurial Intention (Y). Moreover, the regression coefficient of Entrepreneurial Self-Efficacy (Z) is 0.494, indicating that a one-unit increase in Entrepreneurial Self-Efficacy (Z) leads to a 0.494-unit increase in Green Entrepreneurial Intention (Y). Since the coefficient of Entrepreneurial Self-Efficacy (Z) is the highest among all predictor variables, it can be concluded that Entrepreneurial Self-Efficacy exerts the strongest influence on Green Entrepreneurial Intention (Y).

Coefficient of Determination Analysis

The coefficient of determination was used to assess the extent to which the independent variables explain the variation in the dependent variable. This effect can be observed through the Adjusted R-Square value presented in the model summary table. The model summary results for Equations 1 and 2 are presented in Table 8.

Table 8. Model summary

Model	R	R Square	Adjusted R Square
1	.653	.427	.422
2	.768	.590	.585

Source: Processed Data, 2026

Based on Table 8, the Adjusted R-Square value for Equation 1 is 0.422. This indicates that Entrepreneurial Education (X1) and Green Campus Support (X2) account for 42.2% of the variance in Entrepreneurial Self-Efficacy (Z), while the remaining 57.8% is explained by other variables not included in the model. In Equation 2, which incorporates Entrepreneurial Self-Efficacy (Z) as an additional predictor, the Adjusted R-Square value increases to 0.585. This result indicates that Entrepreneurial Education (X1), Green Campus Support (X2), and Entrepreneurial Self-Efficacy (Z) account for 58.5% of the variance in Green Entrepreneurial Intention (Y), while the remaining 41.5% is explained by other variables not included in the model.

Hypothesis Testing (t-Test)

The t-test was conducted in Equation 2 to examine the effect of each independent variable on the dependent variable. The testing criteria were based on the t-statistic and significance value obtained from the multiple linear regression analysis. A hypothesis is accepted when the calculated t-value exceeds the critical t-value and the significance value is less than 0.05. At a significance level of 0.05 with 242 degrees of freedom (df = 242), the critical t-value is 1.970. The results of the t-test are presented in Table 9.

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Table 9. t-test results

Variable	t	Sig	Result
Entrepreneurial education	4.433	.000	Significant
Green campus support	2.284	.023	Significant
Entrepreneurial self efficacy	8.739	.000	Significant

Source: Processed Data, 2026

Based on Table 9, the calculated t-value for Entrepreneurial Education is 4.433, which exceeds the critical t-value of 1.970, with a significance value of 0.000, which is lower than 0.05. Therefore, H1 is accepted, indicating that Entrepreneurial Education has a positive and significant effect on Green Entrepreneurial Intention. Similarly, Green Campus Support has a calculated t-value of 2.284, which is greater than the critical t-value of 1.970, with a significance value of 0.023, which is below 0.05. Therefore, H2 is accepted, indicating that Green Campus Support has a positive and significant effect on Green Entrepreneurial Intention. Furthermore, Entrepreneurial Self-Efficacy has a calculated t-value of 8.739, which exceeds the critical t-value of 1.970, with a significance value of 0.000, which is lower than 0.05. Therefore, H3 is accepted, indicating that Entrepreneurial Self-Efficacy has a positive and significant effect on Green Entrepreneurial Intention.

Mediation Test

The Sobel test was employed to examine the mediating effect of the intervening variable on the relationship between the independent and dependent variables. The test was conducted using the results obtained from the multiple linear regression analyses of Equations 1 and 2. The Sobel test statistic was calculated using the relevant regression coefficients and standard errors. According to (Ghozali, 2021), a mediating effect is considered significant when the Sobel t-value exceeds 1.96. The results of the Sobel test are presented as follows:

a. H4: The Mediating Role of ESE in the Relationship Between EE and GEI
Calculation of S_{ab}:

$$S_{ab} = \sqrt{b^2S_a^2 + a^2S_b^2 + S_a^2S_b^2} \quad (1)$$

$$S_{ab} = \sqrt{(0{,}494^2)(0{,}068^2) + (0{,}455^2)(0{,}057^2) + (0{,}068^2)(0.057^2)}$$

$$S_{ab} = \sqrt{0{,}001128 + 0{,}000673 + 0{,}000015}$$

$$S_{ab} = \sqrt{0{,}001816} = 0{,}0426$$

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Calculating the Sobel t-value:

$$t = \frac{ab}{S_{ab}} \quad (2)$$

$$t = \frac{(0{,}455)(0{,}494)}{0{,}0426} = \frac{0{,}2247}{0{,}0426} = 5{,}28$$

The Sobel test yielded a t-value of 5.28, which exceeds the critical value of 1.96. Therefore, H_0 is rejected, and H4 is accepted, indicating that Entrepreneurial Self-Efficacy (ESE) significantly mediates the relationship between Entrepreneurial Education (EE) and Green Entrepreneurial Intention (GEI).

b. H5: The Mediating Role of ESE in the Relationship Between GCS and GEI
Calculating of S_{ab}:

$$S_{ab} = \sqrt{b^2S_a^2 + a^2S_b^2 + S_a^2S_b^2} \quad (1)$$

$$S_{ab} = \sqrt{(0{,}494^2)(0{,}076^2) + (0{,}318^2)(0{,}057^2) + (0{,}076^2)(0.057^2)}$$

$$S_{ab} = \sqrt{0{,}001410 + 0{,}000328 + 0{,}000019}$$

$$S_{ab} = \sqrt{0{,}001757} = 0{,}0419$$

Calculating the Sobel t-value:

$$t = \frac{ab}{S_{ab}} \quad (2)$$

$$t = \frac{(0{,}318)(0{,}494)}{0{,}0419} = \frac{0{,}1571}{0{,}0419} = 3{,}75$$

The Sobel test yielded a t-value of 3.75, which exceeds the critical value of 1.96. Therefore, H_0 is rejected, and H5 is accepted, indicating that Entrepreneurial Self-Efficacy (ESE) mediates the effect of Green Campus Support (GCS) on Green Entrepreneurial Intention (GEI).

Effect of Entrepreneurial Education (EE) on Green Entrepreneurial Intention (GEI)

The results of the t-test indicate that Entrepreneurial Education (EE) has a positive and significant effect on Green Entrepreneurial Intention (GEI). This is evidenced by a calculated t-value of 4.433, which exceeds the critical t-value of 1.970, and a significance value of 0.000, which is below 0.05. These findings suggest that students with a greater understanding of sustainable entrepreneurship through entrepreneurial education tend to exhibit stronger intentions to engage in green entrepreneurship. Therefore, universities should integrate green entrepreneurship values into entrepreneurship curricula to enhance students' green entrepreneurial intentions (Rahmanto et al., 2024).

The findings are consistent with previous studies (Aeni et al., 2024; Blegur & Handoyo, 2020; Mambali et al., 2024; Santika et al., 2022), which reported that

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Entrepreneurial Education has a positive and significant effect on Green Entrepreneurial Intention among university students. By integrating sustainability principles into the curriculum, providing relevant learning experiences, and fostering social and environmental responsibility, entrepreneurial education can empower students to identify green business opportunities, develop innovative solutions, and cultivate strong motivation to establish environmentally sustainable ventures. Similarly, Endarwati (2025) found that Entrepreneurial Education enhances Green Entrepreneurial Intention by equipping students with knowledge related to green entrepreneurship, thereby encouraging them to engage in green entrepreneurial activities.

These findings are also consistent with Social Cognitive Theory (SCT), which posits that environmental factors play an important role in shaping individual behavior. In this context, Entrepreneurial Education represents a social environmental factor that influences students' entrepreneurial intentions and behaviors. Through entrepreneurship courses that incorporate environmental sustainability values, students gain a deeper understanding of the role of green entrepreneurs in society and acquire the knowledge necessary to develop environmentally responsible entrepreneurial attitudes. Furthermore, the knowledge, skills, attitudes, and business experiences gained through entrepreneurial education strengthen students' confidence in their ability to establish and manage green businesses.

Therefore, universities and academic departments should develop entrepreneurship education programs that emphasize not only economic value creation but also environmental sustainability. This can be achieved through the implementation of green curricula, project-based learning approaches, business simulations, environmentally oriented business case studies, and the involvement of green entrepreneurs as role models in the learning process.

Effect of Green Campus Support (GCS) on Green Entrepreneurial Intention (GEI)

The results of the t-test indicate that Green Campus Support (GCS) has a positive and significant effect on Green Entrepreneurial Intention (GEI). This is evidenced by a calculated t-value of 2.284, which exceeds the critical t-value of 1.970, and a significance value of 0.023, which is below 0.05. These findings suggest that the higher the quality and accessibility of green campus support programs perceived by students, the stronger their intention to pursue green entrepreneurship as a career path.

The findings are consistent with previous studies (Fichter & Tiemann, 2018; Qazi et al., 2020; Yi, 2021), which reported a positive and significant relationship between green university initiatives and graduates' engagement in green entrepreneurship. However, the present findings contradict those of (Andriyati, 2024), who found that Green Campus Support at Universitas Sebelas Maret did not significantly influence students' green entrepreneurial intentions.

The positive and significant relationship between Green Campus Support and Green Entrepreneurial Intention can be explained by the fact that when higher

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education institutions actively promote environmental sustainability, students are more likely to develop green entrepreneurial intentions (Qazi et al., 2020). Such support enhances students' confidence, motivation, and willingness to transform environmentally sustainable business ideas into entrepreneurial ventures. Moreover, a supportive campus environment provides students with a sense of security and encouragement in pursuing green business initiatives.

These findings are also consistent with Social Cognitive Theory (SCT), which suggests that environmental factors play a crucial role in shaping individual behavior. In this context, Green Campus Support represents a social environmental factor that shapes students' entrepreneurial intentions and behaviors. Through green campus initiatives, students receive institutional support in the form of funding opportunities, business mentoring, and assistance in developing environmentally sustainable business ideas.

Therefore, Universitas Sebelas Maret and other higher education institutions in Indonesia should strengthen green entrepreneurship support systems by establishing organizations and programs that provide students with entrepreneurial resources and guidance. This may include establishing technology transfer centers, professional advisory teams, intellectual property assistance, business negotiation training, business management support, start-up funding schemes, and investor networking opportunities. Such initiatives can encourage students to embrace sustainability values and strengthen their intention to engage in green entrepreneurship.

Effect of Entrepreneurial Self-Efficacy (ESE) on Green Entrepreneurial Intention (GEI)

The results of the t-test indicate that Entrepreneurial Self-Efficacy (ESE) has a positive and significant effect on Green Entrepreneurial Intention (GEI). This is evidenced by a calculated t-value of 8.739, which exceeds the critical t-value of 1.970, and a significance value of 0.000, which is below 0.05. These findings suggest that the higher the level of entrepreneurial self-efficacy among students, the stronger their intention to engage in green entrepreneurship. Entrepreneurial self-efficacy reflects individuals' confidence in their ability to successfully engage in entrepreneurial activities and directly influences their motivation, persistence, and perceptions of the opportunities and challenges associated with establishing environmentally sustainable ventures(Endarwati, 2025).

The findings are consistent with previous studies (Alvarez et al., 2021; Endarwati, 2025; Rahmanto et al., 2024; Widiatmaka et al., 2025), all of which reported that Entrepreneurial Self-Efficacy has a positive and significant effect on Green Entrepreneurial Intention. However, these findings contradict those of (Viana et al., 2025; Wisanggeni et al., 2023), who found no significant relationship between Entrepreneurial Self-Efficacy and Green Entrepreneurial Intention. This relationship may be explained by the fact that individuals with higher levels of self-efficacy tend to be more confident in initiating entrepreneurial behaviors, including green entrepreneurship. In the present study, entrepreneurial self-efficacy is

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shaped by students' involvement in entrepreneurial education and their exposure to a supportive green campus environment.

Furthermore, the regression results reveal that Entrepreneurial Self-Efficacy has the largest regression coefficient among all predictor variables, indicating that students' confidence in their ability to engage in green entrepreneurial activities is the most influential factor driving Green Entrepreneurial Intention. Students who believe in their ability to identify opportunities, manage resources, overcome risks, and develop environmentally sustainable businesses are more likely to pursue green entrepreneurship. Strong entrepreneurial self-efficacy enhances students' motivation, perseverance, and perceptions of opportunities and challenges associated with green business development.

These findings are consistent with the concept of self-efficacy proposed by Social Cognitive Theory (SCT), which posits that individuals' beliefs in their capabilities play a fundamental role in shaping behavior. According to (Bandura, 2001), self-efficacy influences individuals' willingness to act, the amount of effort they invest, and their persistence in the face of obstacles. Consequently, entrepreneurial self-efficacy serves as an important determinant of students' motivation, perceptions, and intentions toward green entrepreneurship. Therefore, universities should strengthen students' entrepreneurial self-efficacy through sustainability-oriented entrepreneurship education, business incubation programs, mentoring initiatives, and institutional support for the development of environmentally sustainable ventures.

The Mediating Role of Entrepreneurial Self-Efficacy (ESE) in the Relationship Between Entrepreneurial Education (EE) and Green Entrepreneurial Intention (GEI)

The Sobel test results indicate that Entrepreneurial Self-Efficacy (ESE) significantly mediates the relationship between Entrepreneurial Education (EE) and Green Entrepreneurial Intention (GEI). This finding suggests that Entrepreneurial Education enhances students' Entrepreneurial Self-Efficacy, which in turn strengthens their Green Entrepreneurial Intention. Entrepreneurial Self-Efficacy reflects students' confidence in their ability to initiate and manage green business ventures. Therefore, students with higher levels of self-efficacy are more likely to develop stronger intentions to engage in green entrepreneurship. Entrepreneurial Self-Efficacy can be enhanced through various factors, one of which is entrepreneurship education. The knowledge, skills, attitudes, and business experiences acquired through entrepreneurship education provide students with the competencies and confidence necessary to pursue environmentally sustainable entrepreneurial activities.

These findings are consistent with previous studies by (Alvarez et al., 2021; Endarwati, 2025; Kumar et al., 2026; Mambali et al., 2024), which reported that Entrepreneurial Education positively and significantly influences Green Entrepreneurial Intention through Entrepreneurial Self-Efficacy. (Rahmanto et al., 2024) further argued that Entrepreneurial Self-Efficacy plays a crucial role in individuals' ability to absorb and apply the knowledge gained from

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entrepreneurship education within the context of green entrepreneurship. Consequently, students who acquire entrepreneurial knowledge through education are more likely to develop stronger self-efficacy, which subsequently fosters their Green Entrepreneurial Intention.

These findings are also consistent with Social Cognitive Theory (SCT), which identifies self-efficacy as a key personal factor influencing individuals' motivation, thought patterns, and goal-directed behavior. Environmental factors, such as entrepreneurship education, provide students with entrepreneurial knowledge, experiences, and skills that strengthen their confidence in establishing and managing business ventures. As students become more confident in their entrepreneurial capabilities, they are more likely to develop intentions to pursue environmentally sustainable entrepreneurial activities. Therefore, universities should strengthen students' Entrepreneurial Self-Efficacy by integrating sustainability principles into entrepreneurship education through green curriculum development, project-based learning, business simulations, environmentally oriented case studies, and the involvement of green entrepreneurs as role models in the learning process.

The Mediating Role of Entrepreneurial Self-Efficacy (ESE) in the Relationship Between Green Campus Support (GCS) and Green Entrepreneurial Intention (GEI)

The Sobel test results indicate that Entrepreneurial Self-Efficacy (ESE) significantly mediates the relationship between Green Campus Support (GCS) and Green Entrepreneurial Intention (GEI). This finding suggests that Green Campus Support enhances students' Entrepreneurial Self-Efficacy, which in turn strengthens their Green Entrepreneurial Intention. A campus environment that actively promotes sustainability provides students with a sense of support and security, thereby increasing their confidence and encouraging them to pursue green business ventures. However, these findings contradict those of (Andriyati, 2024), who reported that Entrepreneurial Self-Efficacy did not mediate the relationship between Green Campus Support and Green Entrepreneurial Intention.

The findings are consistent with previous studies (Widiatmaka et al., 2025; Yi, 2021), which reported that green campus support enhances entrepreneurial self-efficacy and subsequently promotes green entrepreneurial intention. Similarly, (Kumar et al., 2026) found that various green campus initiatives, including environmental awareness programs, seminars, green workshops, sustainable product utilization, career guidance services, entrepreneurial networking opportunities, and sustainable business incubators, significantly improve Entrepreneurial Self-Efficacy and encourage Green Entrepreneurial Intention.

These findings are supported by Social Cognitive Theory (SCT), which identifies self-efficacy as a key personal factor influencing individuals' motivation, cognition, and goal-directed behavior. In this context, Green Campus Support represents a social environmental factor that shapes students' entrepreneurial self-efficacy. At Universitas Sebelas Maret, various sustainability-oriented initiatives, such as the dissemination of green curriculum programs, ecopreneurship seminars,

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entrepreneurship funding schemes, sustainability-focused entrepreneurial research programs under PKM, and entrepreneurship development programs, including WIBAWA, P2MW, WMK, and ESQUARE, contribute to creating a supportive environment for green entrepreneurship. Such initiatives foster students' confidence in their ability to engage in green entrepreneurial activities, thereby strengthening their Entrepreneurial Self-Efficacy and Green Entrepreneurial Intention.

Furthermore, these findings suggest that efforts to enhance Green Entrepreneurial Intention should not focus solely on increasing students' knowledge and awareness of green entrepreneurship. Equal attention should be given to strengthening students' confidence in identifying opportunities, managing risks, and operating environmentally sustainable businesses. To achieve this objective, Universitas Sebelas Maret and other higher education institutions in Indonesia should provide comprehensive support through green business incubation programs, entrepreneurship training, sustainability-based business plan competitions, funding opportunities, mentoring services, and other initiatives that enable students to feel supported in developing their green business ideas. Such support can strengthen Entrepreneurial Self-Efficacy and encourage students to initiate and develop environmentally sustainable business ventures.

Conclusion and Suggestion

This study concludes that Entrepreneurial Education and Green Campus Support have positive and significant effects on Green Entrepreneurial Intention among Universitas Sebelas Maret students. Entrepreneurial Self-Efficacy also positively influences Green Entrepreneurial Intention and partially mediates both relationships. These findings highlight the importance of integrating entrepreneurship education, institutional support, and students' entrepreneurial confidence in fostering environmentally sustainable entrepreneurial intentions.

Based on these findings, universities are encouraged to strengthen sustainability-oriented entrepreneurship education, provide supportive campus facilities and policies, and develop practical entrepreneurial activities that enhance students' self-efficacy. Future research should involve multiple universities, incorporate additional influencing factors, and apply alternative analytical approaches to improve the generalizability and understanding of Green Entrepreneurial Intention.

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