

# Examining Business Undergraduate Students' Intention for Creating Sustainable Entrepreneurship in Indonesia

Henry Pribadi

School of Business and Economics, Universitas Prasetiya Mulya, Jl. R. A. Kartini (TB Simatupang), Cilandak Barat, DKI Jakarta 12430, Indonesia

## ARTICLE INFO

### Keywords:

Sustainability, Entrepreneurship, Intention Model, Undergraduate students, Indonesia

### Kata Kunci:

Keberlanjutan, Kewirausahaan, Intention Model, Mahasiswa S1, Indonesia

### Corresponding author:

Henry Pribadi  
henry.pribadi@pmbs.ac.id

Copyright © 2023 by Authors,

Published by IRJBS.

This is an open access article under the CC BY-SA License



## ABSTRACT

This paper examined how intention to create sustainability entrepreneurship among undergraduate business students is influenced by various variables. Implementing the theory of planned behaviors from previous research, a framework model is created and analyzes a sample of undergraduate students majoring in business at Universitas Prasetiya Mulya, Indonesia. The result of this research provides an initial picture of how various antecedents affect the intention of sustainability entrepreneurship compared to previous research in Indonesia. Practical findings suggested that, in order to leverage the intention to participate in sustainability entrepreneurship, it is imperative to focus more on creating intrinsic motivation for next-generation entrepreneurs by implementing an integrative approach in the educational context with a focus on real-life, action-based sustainability projects and focus more in utilizing digital platform and social media.

## SARI PATI

*Artikel ini mengulas mengenai bagaimana intensi untuk menciptakan wirausaha keberlanjutan oleh mahasiswa jurusan bisnis dipengaruhi oleh berbagai macam faktor. Dengan menggunakan dasar Theory of planned behavior dari riset terdahulu, kerangka model dibuat dan dianalisa dengan menggunakan sampel dari mahasiswa Universitas Prasetiya Mulya jurusan S1 Bisnis. Hasil dari riset ini memberikan gambaran awal tentang bagaimana hubungan berbagai faktor yang berhubungan dengan keinginan membangun kewirausahaan berkelanjutan di Indonesia dibandingkan dengan riset terdahulu. Hasil penelitian menunjukkan agar terjadi peningkatan intensi untuk berpartisipasi dalam kewirausahaan berkelanjutan, penting untuk fokus pada penciptaan motivasi intrinsik bagi generasi masa depan dengan membuat pendekatan integratif pada konteks pendidikan kampus yang berfokus pada proyek berkelanjutan nyata dan berbasis aksi, serta menggunakan platform digital dan media social dengan tepat.*

## **INTRODUCTION**

In recent years, sustainability issues have become increasingly important globally. Increasingly severe weather, the price of fuel and food, and global warming have arisen as alarming signs that humanity needs to devote increased attention to sustainability problems. Researchers have shown that our efforts are still fairly abysmal in trying to reach the SDG goals for imbuing our economic effort with sustainability development (Hametner, 2022). Reports from UNDP in 2021 showed that the COVID-19 pandemic presented a great challenge to sustainability efforts to reach the SDG 2030 target. In terms of reaching their economic target, reducing the carbon print and going digital have become the main goals (UNDP, 2021).

In the field of economic and business efforts toward sustainability within the SDG 2030 agenda, some novel research has come forward with interesting, promising studies on how we can cope with this alarming situation. From an economic perspective, circular economic and supply chain research has focused on how economic process could be arranged in more efficient, circular (recycling) ways to decrease waste and sustain the earth's finite natural resources (Khajuria et al., 2022; Taddei et al., 2022; Zeng et al., 2022). In the business field, research on sustainability entrepreneurship (SE), which is an innovative way to create future sustainable business as a solution that helps solve complex social and environmental problems, are also becoming more prominent recently (Anand et al., 2021; Gu & Wang, 2022; Gupta & Dharwal, 2022).

As the SE research field is still relatively new and gaining importance (Muñoz & Cohen, 2018), a lot of discussion and analysis needs to be completed in order to understand and apply the research correctly into practical managerial terms. One interesting study in the sub-SE research field is about the potential future of SE creation, which is about the creation of sustainable business. Researchers state that understanding how to create

sustainable business (Anand et al., 2021), suitable education on sustainability entrepreneurship (Kummitha & Kummitha, 2021), and intentions of future generations regarding sustainable business (Thelken & de Jong, 2020) will be the key factors for future sustainable businesses to succeed.

This research will focus on future sustainable entrepreneurship, especially potential entrepreneur intention regarding engaging in sustainability entrepreneurship among undergraduate students. The research will try to tackle these research questions by exploring and examining antecedents of intention to build a sustainable business among future entrepreneur, which is, undergraduate students in Indonesia. This research will focus on the relationship of different factors that influence a person's intention to create a business that is responsible and engages in sustainability actions.

The model framework for the research will be primarily based on recent research on the intention model of undergraduate students toward sustainability entrepreneurship (Romero-Colmenares & Reyes-Rodríguez, 2022; Thelken & de Jong, 2020). Those model frameworks utilize the theory of planned behavior by Ajzen (2002) as the intention base model. This research will use undergraduate students as the main respondents, with a focus on those with an entrepreneur major at the Universitas Prasetya Mulya located in Jakarta, Indonesia.

## **LITERATURE REVIEW**

Along with the concern of global warming and the strain on the environment, the topic of sustainability entrepreneurship has gained interest and traction in recent days (Anand et al., 2021; Gu & Wang, 2022). Research showed that tackling sustainability within entrepreneurship is an effective approach, especially after the pandemic (Galindo-Martín et al., 2021).

Interestingly, research on the sustainability movement in entrepreneurship is still in its early

stages, with not much research on sustainability entrepreneurship performed through different geographical areas (Anand et al., 2021). This situation clearly suggests that exploring the field in Indonesia will become an important result to add to the growing body of research.

Understanding sustainable business for the future is an important area of focus in sustainability entrepreneurship through individuals' intention (Thelken & de Jong, 2020). It is important for potential future entrepreneurs to comprehend what kind of factors affect the intention of future entrepreneurs in creating their businesses and tackling the problem of sustainability. In the realm of entrepreneurship, undergraduate students provide a very suitable population to understand future intention in creating sustainable business (Romero-Colmenares & Reyes-Rodríguez, 2022). Research also shows that university education plays a critical role in preparing future entrepreneurs and facilitating innovative sustainable business models (Kummitha & Kummitha, 2021; Nave & Franco, 2019; Omri & Afi, 2020).

Recent studies also suggest that curriculum and university education could be tied to the SDG mission in order to establish a more practical approach toward how sustainability could be embedded in the learning environment (Günther et al., 2022). Previous studies suggest that, to give a better education in term of sustainability, a direct action-based learning project is an effective approach. This could be done by creating awareness and institutionalization and creating and sharing knowledge (Azmat et al., 2023). In discussing more practical situations, the extant research also shows that, in Indonesia after the COVID-19 pandemic, provision of a direct practice and action-based learning situation will certainly have a more significant impact on sustainability education (Charina et al., 2022). In conclusion, a future approach to sustainability education will certainly need better curriculum content and a more direct approach to practical experiences for

students that include real-time projects in terms of sustainability goals (Frizon & Eugénio, 2022).

Researchers have found that digital and social media platforms could offer suitable media for strengthening sustainability entrepreneurship (Barrera Verdugo & Villarroel Villarroel, 2021; Gregori & Holzmann, 2020). Social media could become a suitable media in driving customer preference towards sustainable purchasing (Zafar et al., 2021). Utilization of sharing economy platform in regards of sustainability will enhance the awareness and support of student regarding sustainability activities (Hornig et al., 2022). Researchers have found that younger users (Gen Y and Z) of social media such as Instagram demonstrate higher altruism and gratitude in conducting social and sustainability actions (Mendini et al., 2022).

In terms of the sustainability model, the concept of the altruism model is getting more attention due to its capability to explain people's behavior toward sustainability and the circular economics model (de Morais et al., 2021). Altruism could be defined as a certain behavior that benefits other people rather than oneself (Soosai-Nathan et al., 2013). Altruism tends toward selfless traits that focus on the good for others, even without any benefit to oneself; competitive altruism refers to doing good for others but with certain benefits that could be attributed to oneself (such as better social status or image) (Hardy & Van Vugt, 2006).

One of the challenges of implementing a sustainable business model relates to preserving profitability when compared to other businesses that are not so focused on sustainability (Thelken & de Jong, 2020). Previous study has developed a model that examines how attitudes focus more on the consequences that will impact someone's behavior in the present, which is called the Consideration of Future Consequences (CFCs) (Strathman et al., 1994). Studies show that CFCs play adequate roles in sustainability decision making, impacting how a company makes pro-environmental decisions by

considering future consequences (Demarque et al., 2013). Higher CFC levels for a company also result in more significant CSR action being conducted for stakeholders (Kim et al., 2023).

Theory of planned behavior (TPB) is a method used to examine how intention is formed before distinct behavior is conducted. TPB is useful in explaining the antecedents of certain intention and factors that motivate that intention before the behavior becomes apparent (Ajzen, 2002). While TPB is more focused on understanding intention and not on how intention changes behavior, but the TPB method is still very relevant today (Ajzen, 2020).

The application of TPB is vast and varied, with focus on understanding human intention. The TPB method was applied to illuminate undergraduate students' intention, such as in learning in class and day-to-day behavior (Alzahrani et al., 2017; Mustafa et al., 2021; Rana et al., 2019); intention to create a business (Jena, 2020; Kusumawardani, 2020; Maresch et al., 2016; Septiana & Kholid, 2022); intention to succeed the family business (Pribadi & Agustiawan, 2021, 2022); and certainly in terms of intention to create a sustainability entrepreneurship (Romero-Colmenares & Reyes-Rodríguez, 2022; Thelken & de Jong, 2020). Research also shows

that TPB becomes applied increasingly in cases for which research focuses on sustainability/environmental based behavior-intention (Ulker-Demirel & Ciftci, 2020; Yu et al., 2022).

## METHODS

To start in finding our main research answer, a suitable theoretical model needs to be applied. This research will primarily apply Theory of Planned Behavior (TPB) model from Ajzen (2002) as main building block of research framework (Figure 1). TPB especially quite powerful in bridging how various factors influence the behavior intention in doing something (Ajzen, 2020). Therefore, in effort of understanding about the factors that influence undergraduate students' intention to build a sustainable business, TPB will provide a suitable model to explain about intention model.

Based on TPB intention model, primary relationship is built on the relation between how behavior intention is affected on behalf of several antecedent factors, such as attitude toward behavior, subjective norms, self-efficacy, and perceived behavioral control (Ajzen, 2002, 2020). Attitude toward behavior explains how a person's attitude and opinion on certain behaviors impact the intention to engage in that certain behavior, with higher

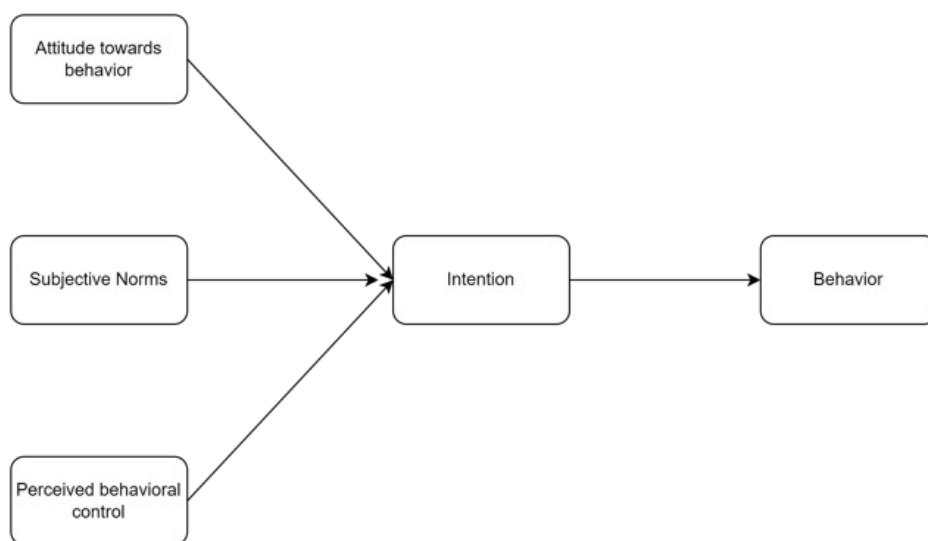


Figure 1. Theory of Planned Behavior (Ajzen, 2002)

positive or negative feelings toward the intention certainly driving someone to be encouraged or discouraged from performing a certain behavior. Perceived behaviors and self-efficacy impact how confident someone is in controlling and executing certain behaviors. Higher capability and awareness of one's skill or knowledge toward certain behavior will surely impact how certain one's confidence is in executing certain behavior successfully; thus, in turn will strengthen the intention to do the behavior. Subjective norms relate to extrinsic motivation and how external pressure and influences from peers, families, and communities directly affect someone's intention to engage in certain behaviors.

Considering with the research main theme of examining the intention of doing sustainable entrepreneurship, modifications were conducted using the TPB model based on previous research (Romero-Colmenares & Reyes-Rodríguez, 2022) and by linking the intention to create sustainable entrepreneurship with its antecedents positively. The previous model modifies TPB into SE intention model and also adding several other factors as antecedents, which are: education context and altruism. This research will implement previous research model as the basis of research framework and adding several potential factors to enrich the model (which could be seen in Figure 2). By implementing the intention to engage in sustainable entrepreneurship, several antecedents of the TPB model are being modified into attitude toward sustainable entrepreneurship, subjective norms on sustainable entrepreneurship, and perceived behavioral control over sustainable entrepreneurship. This research separates self-efficacy and perceived behavioral control by asserting that self-efficacy is more about one's comprehension and confidence in executing certain behavior in a more general sense of entrepreneurship, while perceived behavioral control focuses more on sustainability capability aspects.

Therefore, in realm of creating SE intention,

according to TPB model several factors will certainly affect the positive intention toward building sustainable business, which are attitude toward sustainable entrepreneurship; subjective norms; perceived behavioral control toward sustainable business; and self efficacy.

Our hypotheses could be built as such:

*Hypothesis 1:*

TPB antecedents positively affect sustainable entrepreneurship intention.

*Hypothesis 1a:*

Attitude toward sustainable entrepreneurship positively affects sustainable entrepreneurship intention.

*Hypothesis 1b:*

Subjective norms positively affect sustainable entrepreneurship intention.

*Hypothesis 1c:*

Perceived behavioral control positively affects sustainable entrepreneurship intention.

*Hypothesis 1d:*

Self-efficacy positively affects sustainable entrepreneurship intention.

In discussing altruism, it is clear that the action of benefitting others, regardless of one's motive, has a positive impact on the subject of the public field, such as sustainability. People with higher altruism traits tend to be more concerned about sustainability because of the impact of one action on other people's well-being. Research shows that altruism positively influences green buying (de Moraes et al., 2021) and also loyalty to green brands (Panda et al., 2020). Thus, it also affects green entrepreneurship, or sustainable entrepreneurship, positively (Thelken & de Jong, 2020).

*Hypothesis 2:*

Altruism positively affects sustainable entrepreneurship intention.

The direction of education certainly helps establish awareness and actions toward sustainability practices, including entrepreneurship (Azmat et al.,

2023; Frizon & Eugénio, 2022). Previous study suggests two important factors in addressing the education of sustainable entrepreneurship: institutional context and curriculum context. The institutional context focuses more on how the infrastructure, policy, culture, and strategy of a university or education institution could be implied to motivating the student to gain more awareness of sustainability, give attention and resources to sustainability programs and projects, and create sustainability culture among educational stakeholders. The curriculum context relates more to practical and tactical situations in learning and teaching inside a course or department, specifically how to embed certain knowledge and create projects, case studies, and learning objectives toward sustainability missions (Romero-Colmenares & Reyes-Rodríguez, 2022; S. Sharma et al., 2020). Education directly impacts the creation of sustainable entrepreneurship through teaching and learning.

Increasing engagement with local stakeholders and community certainly enrich the potential opportunities for students to engage directly with social and environmental problems in real life (Leal Filho et al., 2023). Considering the focused population on this research, the unique action-based learning curriculum at Universitas Prasetiya Mulya needs to be noted specifically, which is Community Development Program (Comdev). Comdev is a community-based entrepreneurship project that connects Universitas Prasetiya Mulya students and faculty members with the rural community in order to find a better way to alleviate the social and economic problems that arise in the rural community. Undergraduate students will partner with numerous households in several villages and collaborate to create a new sustainable business to sustain villagers' daily lives. This continuous, yearly program ensures that a better and deeper impact can be created in rural communities (Kusmulyono & Alvita Fiorentina, 2020). Comdev collaborates with stakeholders such as village communities, religion communities, local government, and cultural institutions to make sure that strategies and actions are being conducted in accordance

with stakeholders' missions. Results show a significant impact on assisting rural communities and creating new rural businesses to leverage social and economy situations in which the Comdev was operated (Purusottama et al., 2018).

*Hypothesis 3:*

Education for sustainability positively affect sustainable entrepreneurship intention.

*Hypothesis 3a:*

The institutional education context for sustainability positively affects sustainable entrepreneurship intention.

*Hypothesis 3b:*

Curriculum for sustainability positively affects sustainable entrepreneurship intention.

*Hypothesis 3c:*

Community development project involvement positively affects sustainable entrepreneurship intention.

Preservation toward a longer-term future could be a requirement for future sustainable entrepreneurs when they consider engaging in green business (Thelken & de Jong, 2020). Almost every business geared toward sustainability and social or environmental problem solving will definitely struggle to determine better revenue position when comparing with other business that focusing only to profitability. It will take longer term and time to be able to give impact to society and environment while still maintaining healthy revenue to survive and prosper. In term of future gain, higher level of CFC will certainly provide a better perseverance assessment for entrepreneurs that intend to build their own businesses with sustainability goals. Therefore:

*Hypothesis 4:*

Consideration of future consequences positively affect sustainable entrepreneurship intention.

Utilization of digital and social media platforms could help in supporting sustainability action. In terms of sustainable entrepreneurship, a digital

business model could enhance the way a business works by utilizing digital and social media platforms to build better awareness of green branding and streamlining operations and marketing with greater impact. Social media could also provide virtual sustainable community-building potential for people with social and environmental problems to gather and discuss them (Gregori & Holzmann, 2020). In that regard, better utilization of digital and social media platforms will surely help in sustainable entrepreneurship.

*Hypothesis 5:*

Digital and social media platforms utilization positively affect sustainable entrepreneurship intention.

Our research framework will focus on intention toward creating sustainability entrepreneurship in the form of sustainable business and the relationship of its antecedents. The model framework will be based on the previous research model (Romero-Colmenares & Reyes-Rodríguez, 2022) to create a model for intention of sustainability entrepreneurship on university students' intention. This research differs from the previous model on several points: Firstly, the geographical situation will differ regarding where the previous model was created in developed countries, while this research will focus on Indonesian undergraduate students, so different results could be expected. Secondly, this research will only take a portion of the previous model, especially in the sustainability entrepreneurship-related model, but not on the general entrepreneurship portion. This occurs because our survey respondents are already conditioned to have a certain degree of intention to create/build a business due to the nature of the curriculum (entrepreneurship program undergraduate students); therefore, it is not necessary to instill more general entrepreneurial intention into the present model.

Sustainable entrepreneurship intention becomes the main dependent factor to be examined with

regard to the TPB model that is modified to cater to the sustainability entrepreneurial intention model (Romero-Colmenares & Reyes-Rodríguez, 2022). The modified primer antecedents of TPB include independent variables (i.e., attitude toward sustainable entrepreneurship, subjective norms, perceived behavioral control) together with the altruism variable as a unique variable in the sustainability entrepreneurial intention model. Campus education also affects student intention to build sustainable business, which is also included as an independent variable.

Additional factors included in the present model framework include the factor of consideration of future consequences (CFC) that stem from the understanding that any behavior and actions toward sustainability in long-run activities that thus provide short-term gain and advantages might not be apparent in doing activities (business) (Thelken & de Jong, 2020). The factor of digital activities (platform and social media) are also included as additional factors that influence intention to create a sustainable business (Barrera Verdugo & Villarroel Villarroel, 2021; Gregori & Holzmann, 2020). The proposed framework can be seen in Figure 2.

As control variables, students' gender, year, and family business background are selected. Previous studies show that different emphasis and actions will arise for different genders regarding sustainability aspects and therefore could impact different perspectives on sustainable entrepreneurship (Imbulana Arachchi & Managi, 2021; Rice et al., 2020). In terms of students' year, senior undergraduate students are influenced more by school education and curriculum, thus they get more experiences and impact from sustainability-based courses or curricula. Students from different years will conduct and react regarding their intention to build a green business (Frizon & Eugénio, 2022). Career choice for students with a family business background could also affect their intent to create a sustainable business. Previous studies show that having a family business background conflicts with

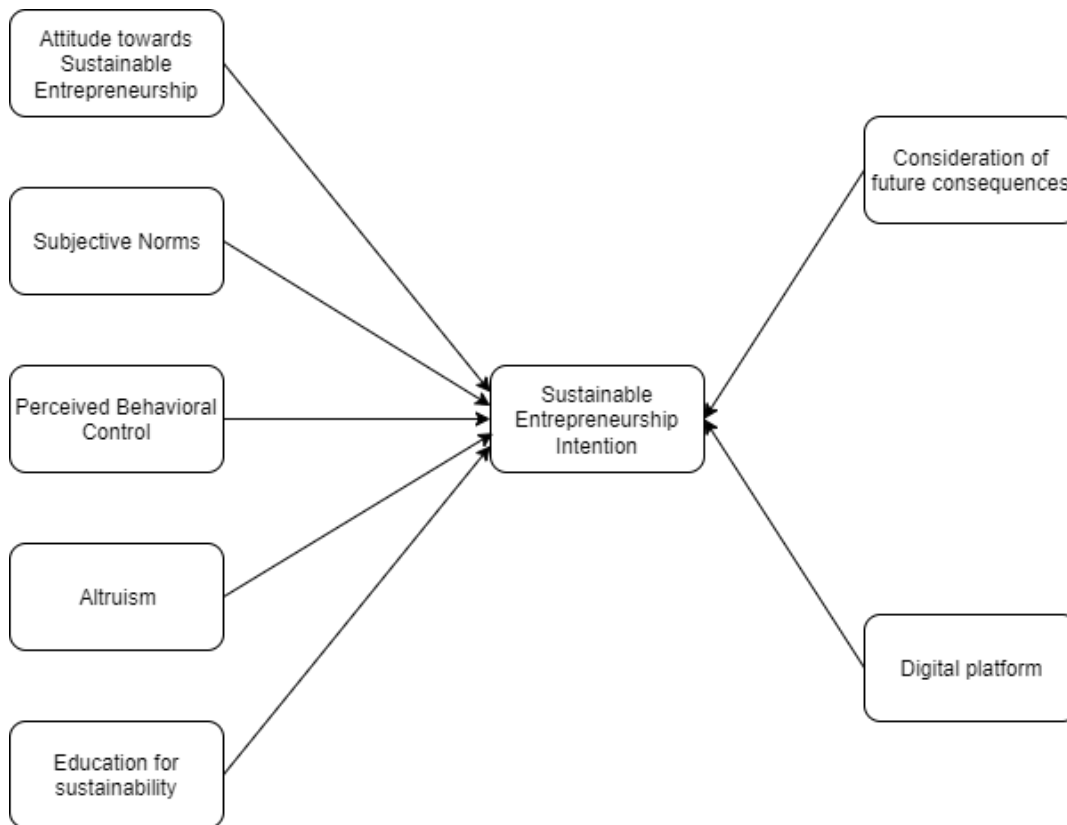


Figure 2. Proposed Model Framework

entrepreneur career choice because of the higher possibility of working in students' own family business (Pribadi & Agustawan, 2022).

Data samples will be taken from the population of business major undergraduate students from Universitas Prasetiya Mulya in Jakarta, Indonesia, especially those in their senior years (year 3 and 4). Students from the business major are given a primarily entrepreneurship curriculum and are expected to be able to create their own business when they graduate from their primary education profile. This certainly ensures that the research sample is coherent and relevant to the proposed model in which intention to create a business in the near future is a given in their situation. Senior year students are chosen to ensure that they have a relatively strong understanding of entrepreneurial process and capabilities, and with the upcoming graduation phase, they will also face the condition of seriously thinking and considering creating a business after they graduate, thus they be very

suitable respondents for this research model. Data gathering will be conducted through online survey with the application of Google Forms through online media, which will increase the ease of collection of data (Vasanth & Harinarayana, 2016). In order to analyze the relationship of the sustainable entrepreneurship intention with its antecedents, multiple linear regression will be applied to comprehend how simultaneous multiple relationships between factors are established. Previous research also suggests that applying multiple regression analysis is quite suitable for analyzing the application of TPB models (Ajzen, 2020).

**RESULTS AND DISCUSSION**

Collection of the respondent data was conducted from December 2022 until March 2023. Before doing the survey, a preliminary validation was conducted on 10 respondents to test whether the respondents could understand all of the questions and answer accordingly. After minor adjustments



from the early feedback, the real data collection began through sending invitations to fill out the survey to all potential respondents. As previously stated, the main respondents were chosen from undergraduate students in years 3 and 4 at the Universitas Prasetya Mulya majoring in business. During the collection period, several gentle reminders were sent to potential respondents that had not completed the survey in order to ensure a higher collection rate. The final result of data gathering provided 308 responses, and after further examination, only 253 respondents' data were deemed valid for further analysis.

Simple analysis on the preliminary results shows that the distribution of the respondents' gender was slightly higher among males, with 52.2% males and 47.8% females completing the survey. A higher percentage on undergraduate students from year 4 completed the survey compared to third-year students (54.5% and 45.5%, respectively). Data also showed that a bigger portion of our respondents actually came from a family business background (55.7% said they come from family business background compared to 44.3% who did not).

Having collected an adequate sample for further study, the next step is to ensure that all respondent data is valid and reliable. The validity test indicated  $n=253$  and alpha 5%, and the critical Pearson  $r$  value is established at 0.123. The result from the statistical analysis shows that all of the question points of Pearson's  $r$  value are higher than 0.123, thus the validity test is established. KMO Analysis also shows that, for each determinant yield result higher than 0.5 and Cronbach's Alpha higher than 0.7, the reliability of the survey is also determined (Joseph F. Hair, William C. Black, Barry J. Babin, Ralph E. Anderson, 2019).

Analysis of the data was conducted using multiple linear regression on SPSS, and the result yielded quite interesting findings, especially when compared with the previous findings, which can be seen in Table 1. Analysis shows that R square of 0.69, which called for a framework model that adheres 69% to the real situation, which could be deemed as adequate. Based on the statistical result that can be examined in Table 1, previous hypotheses that are already established can now be proven.

Table 1. Statistical analysis result

Coefficients <sup>a</sup>		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
Model 1	(Constant)	-.007	.390		-.017	.987
	Semester	.018	.035	.020	.506	.613
	Gender	.052	.069	.029	.753	.452
	Family business	.085	.066	.047	1.290	.198
	Attitude toward sustainability	.164	.048	.185	3.387	.001***
	Subjective norms	-.020	.038	-.025	-.523	.601
	Self-efficacy	-.039	.056	-.031	-.690	.491
	Perceived behavioural	.100	.050	.109	2.023	.044**
	Altruism	.033	.064	.030	.511	.610
	Education institutional	.205	.066	.188	3.112	.002***
	Education curricula	.115	.065	.118	1.772	.078*
	Community development	.184	.043	.242	4.275	.000***
	Future consequences	.028	.061	.023	.459	.646
	Digital and social media	.227	.057	.194	3.954	.000***

a. Dependent Variable: Sustainable Entrepreneurship Intention  
Significance level at: \*10% \*\*5% \*\*\*1%

In term of control variables, the results show that none of the control variables passed the statistical test. This result suggests that no relationship could be established regarding students' year, gender, and family business background and intention to create a sustainable business. Differences of a year might not be adequate to show the changes of intention in creating a green business, so it might be more interesting to compare first-year with fourth-year students to determine the impact. Gender also has nothing to do with sustainability intention, which shows that the condition in population of Universitas Prasetiya Mulya undergraduate students creates equal opportunities for both genders. Differences in sustainability entrepreneurship intention between students with family business background and no background are also irrelevant. This result might indicate that sustainable entrepreneurship itself is not registered as a career choice consideration but rather an additional feature of entrepreneurship career choice, which differs when considering how entrepreneurship career choice could impact the choice of going into the family business in other research results (Zellweger et al., 2011).

Based on the main determinants of TPB, not every hypothesis could be conferred, and several variables failed to pass the statistical test. Results show that, in terms of TPB, only the variable of attitude toward sustainability and perceived behavioral control are significant with confidence levels of 1% and 5%, respectively (which shows a strong relationship). Therefore, from the TPB main hypotheses, only 1a and 1c are accepted, while hypotheses 1b and 1d are rejected. This result shows that, in term of TPB, only attitude toward sustainability and perceived behavioral control positively relate to intention to create a sustainable business, while self-efficacy and subjective norms are irrelevant. The result from the main TPB antecedents indicate a rather different picture when compared to the previous research result. While in previous research all of the antecedents show the supportive significant relevance with intention (Romero-Colmenares & Reyes-Rodríguez, 2022), in this research, only some

of them are supported. The interesting result shows that only the internal intrinsic factors related to the sustainability skill and passion are significantly and positively related to the intention to build a green business, while other variables from external motivation fail to give a significant result. Reflecting on the analysis, one can conclude that going into sustainable entrepreneurship really depends on two important factors that center on one own's opinion: whether the student is really interested and passionate about delving wholeheartedly into sustainability business and whether the student considers him- or herself to be capable and having the right knowledge and skill to deliver the necessity capability for building sustainable entrepreneurship. Interestingly, a similar pattern is also examined in previous research with a similar population sample but different research objectives (intention to succeed in a family business); previous research also shows strong support for the positive relationship between the students' own attitude toward succeeding a family business, while other predictors fail to show a significant relationship at all (Pribadi & Agustiawan, 2022). By considering the characteristics of this research population, which includes members of Generation Z, some interesting insights might be able to offer an answer to the situation. Previous study shows that Gen Z has relatively higher concern for universal values such as sustainability, but the way members of this generation try to contribute will be strongly shaped by their own sense of self-direction. Rather than depend on others' thoughts and opinions, they tend to find their own answer, which makes them feel that their own achievement is worth more (Sakdiyakorn et al., 2021). Thus, while Gen Z individuals have a higher concern for sustainability, their concern mostly stems from their own ideas and capability rather than other factors.

Regarding altruism, the results show that statistical analysis fails to reject the null hypotheses, and thus the research rejects hypothesis 2. The result states that, in term of altruism, research found no relationship at all with intention to create

sustainable entrepreneurship. This result does not necessarily mean that the student did not care about sustainability or universal good, but rather shows that doing good and having universal values did not relate to whether one wants to build a green business or not. One inference from this situation is that the way the student views the relationship between altruism and sustainable entrepreneurship does not relate to pure altruism, but competitive altruism because of the entrepreneurial factors by which people ultimately try to gain a profit in the business revenue. Therefore, they might find it inappropriate to get an economic benefit while doing good in terms of sustainability. This situation is also reflected in previous research, which found that pure altruism is related to green buying, while competitive altruism is not (de Morais et al., 2021).

In terms of education factors, generally all hypotheses are successfully accepted (Hypothesis 3a, 3b, 3c) with various levels of significance, which means that university education in general has a positive relationship with intention to engage in sustainable entrepreneurship. While hypotheses 3a and 3c could safely be accepted with strong confidence (both yield a 1% significant level), hypotheses 3b only yields marginal acceptance at the 10% significance level. This result shows more support for previous research about the importance of a suitable education program and policy with regard to creating future sustainable business from the context of undergraduate students (Romero-Colmenares & Reyes-Rodríguez, 2022; S. Sharma et al., 2020). Two important findings arise from this research in the case of Universitas Prasetiya Mulya case. First, the Community Development course has a positively significant result in creating intention to engage in sustainable entrepreneurship; this is good support and is evident that suitable real-life action-based learning might be the appropriate strategy to create a good sustainability education (Kusmulyono et al., 2023). Second, more efforts need to be emphasized in creating a compatible syllabus for enhancing the creation of sustainability entrepreneurship. One course is definitely not

adequate, and a more comprehensive syllabus is expected in the near future.

The statistical analysis result unfortunately also shows that consideration of the future consequences factor failed to be accepted, and therefore hypotheses 4 is rejected, which shows no relationship between considering future consequences and the intention to create a sustainable business. This result clearly differs from previous research results that show a significant positive relationship with future consequences (Thelken & de Jong, 2020). One possible explanation about the result might stem from how research on consideration of future consequences in the sustainability realm mostly focuses on a purely non-profit motive, such as sustainability movement and CSR (Kim et al., 2023; Shi et al., 2023), while in sustainability entrepreneurship, the motive is intertwined with the requirement to create sustainable revenue in order for the business to survive. Thus, consideration for shorter-term/immediate consequences (hence, the revenue and profit) becomes important for a business, even with a business major in sustainability. As previous research states, the research on the relationship between consideration of future consequences with sustainable entrepreneurship is still in the early stages; thus, this finding might offer a good contribution regarding how the results might differ in different situations and global demographics.

Digital and social media platforms yield very significant levels of acceptance, which shows a strong positive relationship between implementation of the digital platform and social media, with the intention to create sustainable business, and thus hypotheses 5 is accepted. This result supports previous findings that the application of digital and social media platforms is a major strategy in delivering sustainability messages and creating a good green business (Barrera Verdugo & Villarroel Villarroel, 2021). This situation is also consistent with the characteristic of the sample population, which consists of Generation Z. Research showed

that this generation particularly more attached, and even addicted with the application of digital media (Laor & Galily, 2022). Addiction and adverse effects of social media could be of great concern for Gen Z; therefore, with the right utility and policy, better usage of social media for greater good, such as sustainability, will certainly help to lessen the negative effect (M. Sharma et al., 2023).

### **MANAGERIAL IMPLICATIONS**

This paper contributes to managerial implication by giving deeper understanding of how a policy or strategy could be built, with the main objective of creating awareness and motivation for future generation in sustainability entrepreneurship. First, it is imperative that the future strategy of creating interest should be the main focus on the subjects themselves, rather than creating environmental pressure. The study gives a clear explanation and good-natured benefit that Gen-Z will help increase our intention for future sustainability entrepreneurs. Second, a good, integrative structured education centered on a real-life, action-based sustainability curriculum is essential to create future sustainability entrepreneurs; the importance of education gives clear evidence of how critical the university's role is in influencing future sustainability businesses. Third, the technological advance of implementation on the digital and social media platforms should be the main contributors for sustainability policy, whether for delivering the sustainability message, creating a new green business, or integrating the sustainability business strategy for green entrepreneurs when they conduct their business.

### **CONCLUSION**

Research on sustainability entrepreneurship has become increasingly important in recent years, especially with the higher movement and awareness of how we should preserve the environment and contribute to social movements. This paper examines how the future generation of entrepreneurial intention, undergraduate students in Indonesia, create sustainable entrepreneurship

through several antecedents. The results show some pretty interesting facts. In terms of the main predictor from the TPB model, not all factors contribute to the sustainability entrepreneurship intention, only the attitude to the behavior and perceived behavioral toward sustainability that are positively related to sustainability business intention. Educational factors prove to be important factors for creating positive intention toward sustainability entrepreneurship with different degrees of confidence. A unique program of Community Development in Universitas Prasetya Mulya proved that real-time, real-life, action-based learning is a good match and an appropriate model to educate students in terms of the sustainability field. Altruism and consideration of future consequences failed to show any significant relevance with the intention to start a green business in this paper model, while the impact of digital platform and social media factors certainly gained a significant positive influence for the young generation in creating future sustainability entrepreneurs.

Most certainly, this paper also has limitations and potential for future direction, especially in terms of scope and magnitude. Only simple relationship could be interpreted from our analysis and to examine further into causal and latent effect, more sophisticated model and tools will be needed. Framework model could be developed further to incorporate causal and latent effect, and also the possibility of mediator factors also played significant roles in the intention of SE. The results from this research only focus on one major at a university, so a more extensive sample from different majors and different universities in Indonesia will certainly provide a broader picture of Indonesia for the subject. Different results from previous research also point out that more sophisticated models and approaches, such as the qualitative approach, might be needed to understand more about Indonesia's students. Technological application in terms of digital media could also provide an interesting area of exploration to create a strong approach for sustainability strategy effectiveness. ■

### Acknowledgement

The author would like to express his gratitude to Research Office School of Business and Economics Universitas Prasetiya Mulya for granting the Research Fund necessary to conduct the research through Internal Grant Competition 2022.

---

### REFERENCES

---

- Ajzen, I. (2002). Perceived Behavioral Control, Self-Efficacy, Locus of Control, and the Theory of Planned Behavior<sup>1</sup>. *Journal of Applied Social Psychology*, 32(4), 665–683. <https://doi.org/10.1111/j.1559-1816.2002.tb00236.x>
- Ajzen, I. (2020). The theory of planned behavior: Frequently asked questions. *Human Behavior and Emerging Technologies*, 2(4), 314–324. <https://doi.org/10.1002/HBE2.195>
- Alzaharani, A. I., Mahmud, I., Ramayah, T., Alfarraj, O., & Alalwan, N. (2017). Extending the theory of planned behavior (TPB) to explain online game playing among Malaysian undergraduate students. *Telematics and Informatics*, 34(4), 239–251. <https://doi.org/10.1016/J.TELE.2016.07.001>
- Anand, A., Argade, P., Barkemeyer, R., & Salignac, F. (2021). Trends and patterns in sustainable entrepreneurship research: A bibliometric review and research agenda. *Journal of Business Venturing*, 36(3). <https://doi.org/10.1016/J.JBUSVENT.2021.106092>
- Azmat, F., Jain, A., & Sridharan, B. (2023). Responsible management education in business schools: Are we there yet? *Journal of Business Research*, 157, 113518. <https://doi.org/10.1016/J.JBUSRES.2022.113518>
- Barrera Verdugo, G., & Villarroel Villarroel, A. (2021). Measuring the association between students' exposure to social media and their valuation of sustainability in entrepreneurship. *Heliyon*, 7(6). <https://doi.org/10.1016/J.HELIYON.2021.E07272>
- Charina, A., Kurnia, G., Mulyana, A., & Mizuno, K. (2022). Sustainable Education and Open Innovation for Small Industry Sustainability Post COVID-19 Pandemic in Indonesia. *Journal of Open Innovation: Technology, Market, and Complexity*, 8(4), 215. <https://doi.org/10.3390/JOITMC8040215>
- de Moraes, L. H. L., Pinto, D. C., & Cruz-Jesus, F. (2021). Circular economy engagement: Altruism, status, and cultural orientation as drivers for sustainable consumption. *Sustainable Production and Consumption*, 27, 523–533. <https://doi.org/10.1016/J.SPC.2021.01.019>
- Demarque, C., Apostolidis, T., & Joule, R. V. (2013). Consideration of future consequences and pro-environmental decision making in the context of persuasion and binding commitment. *Journal of Environmental Psychology*, 36, 214–220. <https://doi.org/10.1016/J.JENVP.2013.07.019>
- Frizon, J. A., & Eugénio, T. (2022). Recent developments on research in sustainability in higher education management and accounting areas. *The International Journal of Management Education*, 20(3), 100709. <https://doi.org/10.1016/J.IJME.2022.100709>
- Galindo-Martín, M. Á., Castaño-Martínez, M. S., & Méndez-Picazo, M. T. (2021). Effects of the pandemic crisis on entrepreneurship and sustainable development. *Journal of Business Research*, 137, 345–353. <https://doi.org/10.1016/J.JBUSRES.2021.08.053>
- Gregori, P., & Holzmann, P. (2020). Digital sustainable entrepreneurship: A business model perspective on embedding digital technologies for social and environmental value creation. *Journal of Cleaner Production*, 272, 122817. <https://doi.org/10.1016/j.jclepro.2020.122817>
- Gu, W., & Wang, J. (2022). Research on index construction of sustainable entrepreneurship and its impact on economic growth. *Journal of Business Research*, 142(May 2021), 266–276. <https://doi.org/10.1016/j.jbusres.2021.12.060>
- Günther, J., Overbeck, A. K., Muster, S., Tempel, B. J., Schaal, S., Schaal, S., Kühner, E., & Otto, S. (2022). Outcome indicator development: Defining education for sustainable development outcomes for the individual level and connecting them to the SDGs. *Global Environmental Change*, 74, 102526. <https://doi.org/10.1016/J.GLOENVCHA.2022.102526>
- Gupta, M., & Dharwal, M. (2022). Green entrepreneurship and sustainable development: A conceptual framework. *Materials Today: Proceedings*, 49, 3603–3606. <https://doi.org/10.1016/J.MATPR.2021.08.148>
- Hametner, M. (2022). Economics without ecology: How the SDGs fail to align socioeconomic development with environmental sustainability. *Ecological Economics*, 199, 107490. <https://doi.org/10.1016/J.ECOLECON.2022.107490>
- Hardy, C. L., & Van Vugt, M. (2006). Nice guys finish first: The competitive altruism hypothesis. *Personality and Social Psychology Bulletin*, 32(10), 1402–1413. <https://doi.org/10.1177/0146167206291006>

- Hong, J. S., Liu, C. H., Chou, S. F., Yu, T. Y., Fang, Y. P., & Huang, Y. C. (2022). Student's perceptions of sharing platforms and digital learning for sustainable behaviour and value changes. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 31, 100380. <https://doi.org/10.1016/J.JHLSTE.2022.100380>
- Imbulana Arachchi, J., & Managi, S. (2021). Preferences for energy sustainability: Different effects of gender on knowledge and importance. *Renewable and Sustainable Energy Reviews*, 141, 110767. <https://doi.org/10.1016/J.RSER.2021.110767>
- Jena, R. K. (2020). Measuring the impact of business management Student's attitude towards entrepreneurship education on entrepreneurial intention: A case study. *Computers in Human Behavior*, 107, 106275. <https://doi.org/10.1016/j.chb.2020.106275>
- Joseph F. Hair, William C. Black, Barry J. Babin, Ralph E. Anderson, S. (2019). *Multivariate data analysis*. xvii, 813 pages : [https://books.google.com/books/about/Multivariate\\_Data\\_Analysis.html?hl=fr&id=0R9ZswEACAAJ](https://books.google.com/books/about/Multivariate_Data_Analysis.html?hl=fr&id=0R9ZswEACAAJ)
- Khajuria, A., Atienza, V. A., Chavanich, S., Henning, W., Islam, I., Kral, U., Liu, M., Liu, X., Murthy, I. K., Oyedotun, T. D. T., Verma, P., Xu, G., Zeng, X., & Li, J. (2022). Accelerating circular economy solutions to achieve the 2030 agenda for sustainable development goals. *Circular Economy*, 1(1), 100001. <https://doi.org/10.1016/J.CEC.2022.100001>
- Kim, J., Ju, J., & Kim, J. (2023). The effects of consideration of future consequences and CSR fit in stigmatized industries: Perceived CSR motives as mediators. *Public Relations Review*, 49(1), 102294. <https://doi.org/10.1016/J.PUBREV.2023.102294>
- Kummitha, H. R., & Kummitha, R. K. R. (2021). Sustainable entrepreneurship training: A study of motivational factors. *The International Journal of Management Education*, 19(1), 100449. <https://doi.org/10.1016/J.IJME.2020.100449>
- Kusmulyono, M. S., & Alvita Fiorentina, C. A. H. K. K. L. W. M. C. L. R. I. S. S. P. N. D. A. S. (2020). UPAYA PENINGKATAN JEJARING UMK KECAMATAN CUGENANG MELALUI PENDIRIAN ASOSIASI PENGUSAHA CUGENANG. *KUAT : Keuangan Umum Dan Akuntansi Terapan*, 2(2), 77–86. <https://doi.org/10.31092/KUAT.V2I2.775>
- Kusmulyono, M. S., Dhewanto, W., & Famiola, M. (2023). Energizing Higher Education Sustainability through Rural-Community Development Activation. *Sustainability 2023*, Vol. 15, Page 2222, 15(3), 2222. <https://doi.org/10.3390/SU15032222>
- Kusumawardani, K. A. (2020). Family Comes First : An Investigation on Entrepreneurial Intention among Chinese Indonesian Gen Z. *International Journal of Family Business Practices*, 3(1), 39–54.
- Laor, T., & Galily, Y. (2022). Who'S clicking on on-demand? media consumption patterns of generations Y & Z. *Technology in Society*, 70, 102016. <https://doi.org/10.1016/J.TECHSOC.2022.102016>
- Leal Filho, W., Salvia, A. L., & Eustachio, J. H. P. P. (2023). An overview of the engagement of higher education institutions in the implementation of the UN Sustainable Development Goals. *Journal of Cleaner Production*, 386, 135694. <https://doi.org/10.1016/J.JCLEPRO.2022.135694>
- Maresch, D., Harms, R., Kailer, N., & Wimmer-Wurm, B. (2016). The impact of entrepreneurship education on the entrepreneurial intention of students in science and engineering versus business studies university programs. *Technological Forecasting and Social Change*, 104, 172–179. <https://doi.org/10.1016/j.techfore.2015.11.006>
- Mendini, M., Peter, P. C., & Maione, S. (2022). The potential positive effects of time spent on Instagram on consumers' gratitude, altruism, and willingness to donate. *Journal of Business Research*, 143, 16–26. <https://doi.org/10.1016/J.JBUSRES.2022.01.046>
- Muñoz, P., & Cohen, B. (2018). Sustainable Entrepreneurship Research: Taking Stock and looking ahead. *Business Strategy and the Environment*, 27(3), 300–322. <https://doi.org/10.1002/BSE.2000>
- Mustafa, M. H., Ahmad, M. B., Shaari, Z. H., & Jannat, T. (2021). Integration of TAM, TPB, and TSR in understanding library user behavioral utilization intention of physical vs. E-book format. *The Journal of Academic Librarianship*, 47(5), 102399. <https://doi.org/10.1016/J.ACALIB.2021.102399>
- Nave, A., & Franco, M. (2019). University-Firm cooperation as a way to promote sustainability practices: A sustainable entrepreneurship perspective. *Journal of Cleaner Production*, 230, 1188–1196. <https://doi.org/10.1016/J.JCLEPRO.2019.05.195>
- Omri, A., & Afi, H. (2020). How can entrepreneurship and educational capital lead to environmental sustainability? *Structural Change and Economic Dynamics*, 54, 1–10. <https://doi.org/10.1016/J.STRUECO.2020.03.007>
- Panda, T. K., Kumar, A., Jakhar, S., Luthra, S., Garza-Reyes, J. A., Kazancoglu, I., & Nayak, S. S. (2020). Social and environmental sustainability model on consumers' altruism, green purchase intention, green brand loyalty and evangelism. *Journal of Cleaner Production*, 243, 118575. <https://doi.org/10.1016/J.JCLEPRO.2019.118575>
- Pribadi, H., & Agustiawan, S. (2021). INTENSI CALON PENERUS BISNIS KELUARGA: MEMAHAMI SUDUT PANDANG GENERASI PENERUS DALAM MELANJUTKAN BISNIS KELUARGA DI MASA DEPAN. *MIX: JURNAL ILMIAH MANAJEMEN*, 11(2), 185–202. <https://doi.org/10.22441/mix.2021.v11i2.003>
- Pribadi, H., & Agustiawan, S. (2022). Succession Intention in Continuing Family Business in Indonesia during the Covid-19 Pandemic. *International Research Journal of Business Studies*, 14(3), 267–282. <https://doi.org/10.21632/IRJBS.14.3.267-282>
- Purusottama, A., Purusottama, A., Trilaksono, T., & Soehadi, A. W. (2018). COMMUNITY-BASED ENTREPRENEURSHIP: A COMMUNITY DEVELOPMENT MODEL TO BOOST ENTREPRENEURIAL COMMITMENT IN RURAL MICRO ENTERPRISES. *MIX: JURNAL ILMIAH MANAJEMEN*, 8(2), 429–448. <https://doi.org/10.22441/mix.2018.v8i2.015>

- Rana, N. P., Slade, E., Kitching, S., & Dwivedi, Y. K. (2019). The IT way of loafing in class: Extending the theory of planned behavior (TPB) to understand students' cyberslacking intentions. *Computers in Human Behavior, 101*, 114–123. <https://doi.org/10.1016/J.CHB.2019.07.022>
- Rice, C., Ragbir, N. K., Rice, S., & Barcia, G. (2020). Willingness to pay for sustainable aviation depends on ticket price, greenhouse gas reductions and gender. *Technology in Society, 60*, 101224. <https://doi.org/10.1016/J.TECHSOC.2019.101224>
- Romero-Colmenares, L. M., & Reyes-Rodríguez, J. F. (2022). Sustainable entrepreneurial intentions: Exploration of a model based on the theory of planned behaviour among university students in north-east Colombia. *International Journal of Management Education, 20*(2), 100627. <https://doi.org/10.1016/j.ijme.2022.100627>
- Sakdiyakorn, M., Golubovskaya, M., & Solnet, D. (2021). Understanding Generation Z through collective consciousness: Impacts for hospitality work and employment. *International Journal of Hospitality Management, 94*, 102822. <https://doi.org/10.1016/J.IJHM.2020.102822>
- Septiana, L. M., & Kholid, M. N. (2022). DETERMINANTS OF ENTREPRENEURIAL CAREER CHOICE: AN EMPIRICAL STUDY OF ACCOUNTING STUDENTS. *Jurnal Ekonomi Bisnis Dan Kewirausahaan, 11*(1), 100–115. <https://doi.org/10.26418/JEBIK.V11I1.53125>
- Sharma, M., Kaushal, D., & Joshi, S. (2023). Adverse effect of social media on generation Z user's behavior: Government information support as a moderating variable. *Journal of Retailing and Consumer Services, 72*, 103256. <https://doi.org/10.1016/J.JRETCONSER.2023.103256>
- Sharma, S., Goyal, D. P., & Singh, A. (2020). Systematic review on sustainable entrepreneurship education (SEE): a framework and analysis. *World Journal of Entrepreneurship, Management and Sustainable Development, 17*(3), 372–395. <https://doi.org/10.1108/WJEMSD-05-2020-0040/FULL/XML>
- Shi, J., Li, Z., Chen, L., & Tang, H. (2023). Individual and Collective Actions Against Climate Change Among Chinese Adults: The Effects of Risk, Efficacy, and Consideration of Future Consequences. <https://doi.org/10.1177/10755470231151452>
- Soosai-Nathan, L., Negri, L., & Delle Fave, A. (2013). Beyond Pro-Social Behaviour: An Exploration of Altruism in Two Cultures. *Psychological Studies, 58*(2), 103–114. <https://doi.org/10.1007/S12646-013-0184-Z>
- Strathman, A., Gleicher, F., Boninger, D. S., & Edwards, C. S. (1994). The Consideration of Future Consequences: Weighing Immediate and Distant Outcomes of Behavior. *Journal of Personality and Social Psychology, 66*(4), 742–752. <https://doi.org/10.1037/0022-3514.66.4.742>
- Taddei, E., Sassanelli, C., Rosa, P., & Terzi, S. (2022). Circular supply chains in the era of industry 4.0: A systematic literature review. *Computers & Industrial Engineering, 170*, 108268. <https://doi.org/10.1016/J.CIE.2022.108268>
- Thelken, H. N., & de Jong, G. (2020). The impact of values and future orientation on intention formation within sustainable entrepreneurship. *Journal of Cleaner Production, 266*, 122052. <https://doi.org/10.1016/J.JCLEPRO.2020.122052>
- Ulker-Demirel, E., & Ciftci, G. (2020). A systematic literature review of the theory of planned behavior in tourism, leisure and hospitality management research. *Journal of Hospitality and Tourism Management, 43*, 209–219. <https://doi.org/10.1016/j.jhtm.2020.04.003>
- UNDP. (2021). *UNDP Annual Report 2020 | United Nations Development Programme*. <https://www.undp.org/publications/undp-annual-report-2021>
- Vasanthan, R. N., & Harinarayana, N. S. (2016). Online survey tools : A case study of Google Forms Online. *Scientific, Computational & Information Research Trends in Engineering, 1*, 1–12. <https://www.researchgate.net/publication/326831738>
- Yu, J., Wu, Y., & Wang, J. (2022). An Empirical Study of the Mechanism and Path of Green Management Education Influencing University Students' Green Behaviors in China. *Polish Journal of Environmental Studies*. <https://doi.org/10.15244/PJOES/148066>
- Zafar, A. U., Shen, J., Ashfaq, M., & Shahzad, M. (2021). Social media and sustainable purchasing attitude: Role of trust in social media and environmental effectiveness. *Journal of Retailing and Consumer Services, 63*, 102751. <https://doi.org/10.1016/J.JRETCONSER.2021.102751>
- Zellweger, T., Sieger, P., & Halter, F. (2011). Should I stay or should I go? Career choice intentions of students with family business background. *Journal of Business Venturing, 26*(5), 521–536. <https://doi.org/10.1016/j.jbusvent.2010.04.001>
- Zeng, X., Ogunseitan, O. A., Nakamura, S., Suh, S., Kral, U., Li, J., & Geng, Y. (2022). Reshaping global policies for circular economy. *Circular Economy, 1*(1), 100003. <https://doi.org/10.1016/J.CEC.2022.100003>

## APPENDIX

## Questionnaires

Variables	KMO	Cronbach's Alpha
<b>Attitude towards business sustainability (Romero-Colmenares &amp; Reyes-Rodríguez, 2022)</b>	<b>0.63</b>	<b>0.8</b>
1. Saya cenderung menyukai bisnis yang memberikan kontribusi kepada sosial dan masyarakat		
2. Saya cenderung menyukai bisnis yang memberikan kontribusi kepada upaya pelestarian lingkungan		
3. Bagi saya profitabilitas bukanlah satu-satunya hal yang perlu dipikirkan dalam berbisnis, tapi juga triple bottom line (profit, planet, people)		
<b>Subjective norms (Romero-Colmenares &amp; Reyes-Rodríguez, 2022)</b>		
1. Orang tua dan saudara saya peduli dan mendukung saya untuk menciptakan bisnis yang bertanggung jawab kepada masyarakat dan lingkungan hidup		
2. Teman-teman saya peduli dan mendukung saya untuk menciptakan bisnis yang bertanggung jawab kepada masyarakat dan lingkungan hidup		
3. Masyarakat sekitar saya peduli dan mendukung saya untuk menciptakan bisnis yang bertanggung jawab kepada masyarakat dan lingkungan hidup		
<b>Subjective norms (Romero-Colmenares &amp; Reyes-Rodríguez, 2022)</b>	<b>0.71</b>	<b>0.84</b>
1. Orang tua dan saudara saya peduli dan mendukung saya untuk menciptakan bisnis yang bertanggung jawab kepada masyarakat dan lingkungan hidup		
2. Teman-teman saya peduli dan mendukung saya untuk menciptakan bisnis yang bertanggung jawab kepada masyarakat dan lingkungan hidup		
3. Masyarakat sekitar saya peduli dan mendukung saya untuk menciptakan bisnis yang bertanggung jawab kepada masyarakat dan lingkungan hidup		
<b>Self-efficacy (Romero-Colmenares &amp; Reyes-Rodríguez, 2022)</b>	<b>0.76</b>	<b>0.79</b>
1. Saya biasanya bisa mencapai target yang saya tentukan sendiri		
2. Saya yakin bisa menyelesaikan pekerjaan dan tugas yang sulit		
3. Jika saya serius dan sungguh-sungguh, saya bisa mengatasi rintangan yang terjadi di hidup saya		
4. Saya yakin bisa mengerjakan berbagai macam tugas dengan baik		
<b>Perceived behavioural control (Romero-Colmenares &amp; Reyes-Rodríguez, 2022)</b>	<b>0.85</b>	<b>0.89</b>
1. Saya mampu untuk menciptakan bisnis yang ramah lingkungan dan memberikan dampak positif kepada masyarakat		
2. Saya siap untuk menciptakan bisnis yang ramah lingkungan dan memberikan dampak positif kepada masyarakat		
3. Saya mampu untuk menjalankan proses pembentukan bisnis yang ramah lingkungan dan memberikan dampak positif kepada masyarakat		
4. Saya memiliki pengetahuan yang memadai untuk menciptakan bisnis yang ramah lingkungan dan memberikan dampak positif kepada masyarakat		
5. Saya memiliki kemampuan untuk menjalankan bisnis yang ramah lingkungan dan memberikan dampak positif kepada masyarakat dengan baik		
<b>Altruism (Romero-Colmenares &amp; Reyes-Rodríguez, 2022; Thelken &amp; de Jong, 2020)</b>	<b>0.87</b>	<b>0.91</b>
1. Menurut saya penting jika sebuah pekerjaan/bisnis memberikan kesempatan untuk membantu melestarikan lingkungan hidup		
2. Menurut saya penting jika sebuah pekerjaan/bisnis memberikan kesempatan untuk mengapresiasi dan menghormati lingkungan hidup		
3. Menurut saya penting jika sebuah pekerjaan/bisnis memberikan kesempatan untuk lebih dekat dengan masyarakat dan lingkungan hidup		
4. Menurut saya penting jika sebuah pekerjaan/bisnis memberikan kesempatan bagi saya untuk bisa membantu sesama secara langsung		
5. Menurut saya penting jika sebuah pekerjaan/bisnis memberikan kesempatan untuk berkontribusi kepada masyarakat sekitar saya		



Variables	KMO	Cronbach's Alpha
6. Menurut saya penting jika sebuah pekerjaan/bisnis memberikan kesempatan untuk membuat dunia menjadi lebih baik		
<b>Pendidikan untuk sustainability entrepreneurship: Konteks institusi (Romero-Colmenares &amp; Reyes-Rodríguez, 2022; S. Sharma et al., 2020)</b>	<b>0.77</b>	<b>0.84</b>
1. Kampus saya merupakan tempat yang baik untuk belajar mengenai sustainable entrepreneurship		
2. Kampus yang lebih focus pada topik sustainability mendukung mahasiswa untuk menciptakan bisnis yang mengarah ke sustainable business		
3. Kampus saya menginspirasi dan membuat saya ingin membuat bisnis yang sustainable		
4. Lingkungan kampus membantu dan mendukung saya untuk menciptakan ide bisnis yang mendukung sustainability business		
<b>Pendidikan untuk sustainability entrepreneurship: Konteks kurikulum (Romero-Colmenares &amp; Reyes-Rodríguez, 2022; S. Sharma et al., 2020)</b>	<b>0.85</b>	<b>0.88</b>
1. Menurut saya mata kuliah tentang sustainability seharusnya menjadi mata kuliah wajib agar mahasiswa menjadi peduli terhadap lingkungan dan masyarakat		
2. Mata kuliah yang ada meningkatkan pengetahuan saya terhadap sustainable entrepreneurship		
3. Mata kuliah yang ada meningkatkan awareness saya terhadap sustainable entrepreneurship		
4. Mata kuliah yang ada meningkatkan keinginan saya terhadap pembentukan bisnis yang sustainable		
5. Mata kuliah yang ada meningkatkan kemampuan saya terhadap pembentukan bisnis yang sustainable		
6. Mata kuliah yang ada meningkatkan kemampuan saya untuk menemukan ide bisnis yang sustainable		
<b>Pendidikan untuk sustainability entrepreneurship: Konteks Community Development (Kusmulyono &amp; Alvita Fiorentina, 2020; Kusmulyono et al., 2023)</b>	<b>0.75</b>	<b>0.91</b>
1. Mata kuliah Community Development membuat saya lebih sadar dan care terhadap masalah sosial dan sustainability		
2. Mata kuliah Community Development meningkatkan keinginan saya untuk membuat bisnis yang sustainable		
3. Mata kuliah Community Development meningkatkan kemampuan saya dalam pembentukan bisnis yang sustainable		
<b>Consideration of future consequences (Thelken &amp; de Jong, 2020)</b>	<b>0.76</b>	<b>0.77</b>
1. Saya memikirkan rencana masa depan saya dan mencoba mencapainya melalui kegiatan sehari-hari secara perlahan		
2. Saya cukup sering melakukan kegiatan tertentu yang hasilnya baru terasa/terlihat di masa depan		
3. Saya bersedia untuk mengorbankan kenyamanan/kebahagiaan sesaat di masa sekarang demi mendapatkan hasil yang jauh lebih baik di masa depan		
4. Menurut saya penting untuk waspada dan berjaga-jaga sejak sekarang terhadap suatu keadaan yang jelek/buruk yang menimpa saya di masa depan, walaupun kondisi itu masih jauh di masa depan dan belum tentu terjadi		
<b>Digital platform and social media (Barrera Verdugo &amp; Villarreal Villarreal, 2021; Gregori &amp; Holzmann, 2020)</b>	<b>0.83</b>	<b>0.88</b>
1. Menurut saya keberadaan social media meningkatkan awareness dan perhatian saya terhadap sustainability dan society		
2. Menurut saya keberadaan digital platform membantu di dalam penciptaan sustainable business dengan menciptakan model bisnis yang lebih efisien dan penggunaan sumber daya alam yang baik		
3. Penggunaan digital platform dan social media ikut serta dalam memberikan dampak positif kepada masyarakat dan lingkungan		

Variables	KMO	Cronbach's Alpha
3. Penggunaan digital platform dan social media ikut serta dalam memberikan dampak positif kepada masyarakat dan lingkungan		
4. Penggunaan digital platform dan sosial media membantu dalam menciptakan komunitas dan wadah digital bagi stakeholder untuk turut serta berperan dalam pelestarian lingkungan dan dampak positif ke masyarakat		
<b>Sustainable entrepreneurial intention (Romero-Colmenares &amp; Reyes-Rodríguez, 2022)</b>	<b>0.9</b>	<b>0.91</b>
Jika saya menciptakan bisnis sendiri, saya akan:		
1. Memastikan bisnis saya memberikan dampak positif kepada masyarakat, terutama masyarakat yang ada di kondisi marjinal (berkekurangan, hidup di garis kemiskinan, dll)		
2. Membantu dalam menyelesaikan masalah lingkungan hidup dan sustainability		
3. Berkontribusi untuk mengurangi kemiskinan di daerah saya		
4. Mendukung perkembangan sustainability di daerah saya		
5. Memastikan terciptanya keseimbangan dan focus pada triple bottom line (People, Planet, Profit)		
6. Menggunakan sumber daya alam dengan bertanggung jawab.		