DRIVERS OF ENVIRONMENTAL AND SOCIAL ENTREPRENEURIAL INTENTIONS AMONG UNIVERSITY STUDENTS: A ROLE OF SUSTAINABLE ENTREPRENEURSHIP EDUCATION AND THEORY OF PLANNED BEHAVIOR MODEL

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ABSTRACT

Background: Sustainable oriented entrepreneurial intention is an intention to become a sustainable entrepreneur, while sustainable oriented entrepreneurship is an entrepreneurial activity that not only pays attention to economic aspects, but also pays attention to social and environmental aspects.
Purpose: The purpose of this study is to integrate the role of sustainable entrepreneurship education and the Theory of Planned Behavior model to investigate the drivers of sustainable entrepreneurial intention (environmental and social oriented) among undergraduate university students. Specifically, this paper aims to analyze the effect of sustainable entrepreneurship education, dimensions of the theory of planned behavior, and gender on sustainable entrepreneurial intentions.
Design/methodology/approach: Data was gathered with the help of a structured questionnaire from 184 students of a university in Indonesia. SmartPLS was used to test the proposed structural model.
Findings/Result: The findings revealed that sustainable entrepreneurship education significantly influences sustainable entrepreneurial intention. Sustainable entrepreneurial intention is significantly driven by subjective norms and perceived behavioral control. However, attitude and gender have a nonsignificant direct influence on sustainable entrepreneurial intentions. This study contributes toward an understanding of the sustainable entrepreneurial intention of university students.
Conclusion: This research is that sustainable entrepreneurship education, subjective norms and perceived behavioral control have a role to drive sustainable oriented entrepreneurial intentions.
Originality/value (State of the art): This study contributes toward an understanding of the sustainable entrepreneurial intention of university students. This study proposes integration and extension (by adding sustainable entrepreneurship education) and planned behavior theory to engage in sustainable entrepreneurship intentions.

Keywords: environmental entrepreneurship, social entrepreneurship, sustainable entrepreneurship education, sustainable entrepreneurial intentions, theory of planned behavior

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INTRODUCTION

In sophisticated industrialized nations, entrepreneurship can spur job creation and economic growth, resulting in increased national affluence (Shah et al. 2020, Agu et al. 2021). Entrepreneurship in Indonesia receives special attention from the government (Suryawirawan, 2019). Entrepreneurship is viewed as a means to create products or services that can overcome social and environmental issues to get a profit (Soo Sung and Park, 2018). However, entrepreneurial actors (companies) engaged in business are considered actors who cause environmental and social problems (Schaltegger and Wagner, 2011). This problem arises due to excessive use of natural resources and wasteful consumption which can cause climate change (Yasir et al. 2021). To address issues of the environment and society, sustainable entrepreneurship is considered one way to solve these problems (Soo Sung and Park, 2018; Hanley et al. 2020). Therefore, it is important to give attention to the drivers of environmental and social entrepreneurial intention (Vuorio et al. 2018).

When referring to a person's preparedness to engage in specific activities that are impacted by several events, the intention is an emotional condition that can effectively predict and explain human cognition and behavior (Agu et al. 2021). In the world of entrepreneurship, the conviction that one will launch a new business and continue to make plans for the future is known as intention (Farrukh et al. 2018). Therefore, entrepreneurial intention that is oriented toward sustainability is seen as a mental condition that shows one's conviction and dedication to establishing new ventures that create economic, social, and environmental values (Agu et al. 2021).

Sustainable entrepreneurship education is one of the factors considered to influence sustainability entrepreneurial intentions (Agu et al. 2021). Vuorio et al. (2018) also stated that sustainable entrepreneurship education brings a role for sustainable entrepreneurship, namely emphasizing the goals of social and environmental entrepreneurship, and tends to reduce the emphasis on economic entrepreneurship goals. Yasir et al. (2021) stated that sustainable entrepreneurship education can be added as a factor influencing sustainability entrepreneurial intentions. This is to analyze educational content which will assist in forming intentions. Meanwhile, Agu et al. (2021) found that sustainable entrepreneurship education had a nonsignificant direct effect on sustainability entrepreneurial intentions. This shows the inconsistency of research related to sustainable entrepreneurship education on sustainability entrepreneurial intentions.

Universities have contributed to creating future business owners through curricular adjustments and providing entrepreneurship courses (Tusyanah et al. 2020). Universities play a crucial role in increasing graduates' enthusiasm and capacity for productive entrepreneurial activities (Tomy and Pardede, 2020). This is because the intention to start among students is correlated with the perception of entrepreneurship as an alternative job, which is influenced by each student's university or campus (Tomy and Pardede, 2020). Students and universities are the most potential targets for cultivating entrepreneurial intentions, especially those that are oriented towards sustainability, which focuses on environmental and social aspects.

Another factor that can influence intentions is the three of the theory of planned behavior dimensions. Ajzen (1991) revealed that the three of the theory of planned behavior's dimensions include attitudes, subjective norms, and perceived behavioral control. Al-Jubari (2019) stated that the three of the theory of planned behavior's dimensions had a significant effect, but these three dimensions had different strengths, and attitudes had the highest power in the formation of entrepreneurial intentions than subjective norms and perceived behavioral control. Agu et al. (2021) revealed that attitudes influence sustainable entrepreneurial intentions. Yet, the intentions of sustainability entrepreneurs were not significantly influenced by subjective norms or perceived behavioral control.

Suryawirawan (2019) stated that the formation of entrepreneurial intentions was negatively impacted by attitudes, one of the theory of planned behavior's components. Ozaralli & Rivenburgh (2016) added that despite having a favorable attitude toward entrepreneurship, students' levels of entrepreneurial intention were low. Vuorio et al. (2018) in their research stated that attitudes towards sustainability had a positive effect on the formation of sustainable entrepreneurial intentions. Meanwhile, the subjective norm was a predictor of sustainable entrepreneurial intention but was not significant. Agu et al. (2021) and (Ozaralli and Rivenburgh, 2016) stated that subjective

norms were the predictor with the least effect. Although Actual behavior was not much impacted by subjective norms, they did create intentions and influence behavior (Ajzen, 1991). Based on the opinion above, there is inconsistency in research on the three of the theory of planned behavior's dimensions such as attitudes, subjective norms, and perceived behavioral control in forming sustainable entrepreneurial intentions.

Another factor that can influence sustainability entrepreneurial intentions is gender. Vuorio et al. (2018) stated that sustainability-related entrepreneurial goals, values, and behaviors are influenced by gender. Suryawirawan (2019) stated that in his research compared to male students, female students expressed a stronger desire to engage in online business. This is in line with research by Polas et al. (2022) which revealed that women's intention to become entrepreneurs was increasing along with favorable social perceptions of them. Hechavarría et al. (2017) revealed that compared to men, women are more prone to express concern. Vuorio et al. (2018) stated that social and environmental entrepreneurial goals are more prevalent among women than men, while goals for economic entrepreneurship are more prevalent among men. Nikou et al. (2019) stated that between men and women, there are disparities in their motivations for starting a business. Several previous studies have shown that there are gender disparities in influencing sustainability entrepreneurial intention.

Based on the background above, there are still many previous inconsistent research results, this research investigates the factors that influence sustainability entrepreneurial intention by integrating sustainable entrepreneurship education with the TPB model. This study aimed to integrate the role of sustainable entrepreneurship education and the Theory of Planned Behavior model. Three problems will be discussed by researchers. First, how is sustainable entrepreneurship education influencing sustainability entrepreneurial intentions? Second, the role of the dimensions of the theory of planned behavior: attitudes, subjective norms, and perceived behavioral control in influencing sustainability-oriented entrepreneurial intentions. Third, how does gender affect the sustainability entrepreneurial intention? This study is expected to stimulate greater interest of students toward sustainability entrepreneurs.

METHODS

This research is a quantitative study with a population of Economics Education students from one of the state universities in Indonesia. The sampling technique used a simple random sampling technique. The number of samples used in this study was 184 economic education students. The data collection technique in this study used a questionnaire. The questionnaire is used to find out the respondents' responses to the statements submitted (Donald et al. 2013). The questionnaire used was a closed questionnaire with alternative answers provided by the researcher. The statements in the questionnaire were prepared based on the indicators included in each research variable adopted and developed from relevant theories and research. Questionnaires were used to obtain data related to the dependent variable (sustainability entrepreneurial intention), and independent variables (sustainable entrepreneurship education, theory of planned behavior, and gender). Respondents were directed to attach a checklist (√) to each questionnaire statement with a four-point Likert scale.

The indicators used to measure the variable intention of sustainable entrepreneurship referred to the indicators put forward by Agu et al. (2021), namely: confidence in acting, and one's belief in taking action to start a sustainable business. Confidence in having the ability for sustainability entrepreneurship, such as one's belief in seeing market opportunities and making every effort to start sustainability entrepreneurship. The indicators used to measure the variable of sustainable entrepreneurship education referred to the indicators put forward by Agu et al. (2021), namely: knowledge of sustainable entrepreneurship and skills. Indicators of perceived behavioral control referred to research by (Agu et al. 2021, Yasir et al. 2021), namely: confidence in becoming a sustainability entrepreneur and confidence in the skills and abilities possessed. The indicators on gender referred to research by Hechavarría et al. (2017), namely: gender stereotypes. The analysis technique used the SEM-PLS analysis technique through Smart PLS-3.2.9. The evaluation was carried out by using two models, namely the outer model and the inner model (Gudono, 2011).

The literature review covers two key concepts: the Theory of Planned Behavior and the Theory of Sustainability. The theory of Planned Behavior was developed as the Reasoned Action theory (Tusyanah et

al. 2020). The theory of Reasoned Action explains that A person's intention to act in a certain way is influenced by their attitude towards the behavior as well as subjective norms (Ajzen, 2011). Similar to the theory of Reasoned Action, the Theory of planned behavior assumes that attitudes, subjective norms, and perceived behavioral control influence the intentions of an entrepreneur (Kuswanti and Margunani, 2020). Ajzen (1991) argued that the theory of planned behavior represents the intention of a person to participate in a specific behavior that is influenced by the individual's attitude toward the behavior of the user to act. Intention to act and behave is based on three factors, namely attitudes, subjective norms, and perceived behavioral control (Mensah et al. 2021, Paloh et al. 2023, Anggriani et al. 2024, Nurchayati et al. 2024). Figure 1 is a model theory of planned behavior.

Sustainability is an economic state where the demands placed on the environment and natural resources by people and businesses are met without harming the environmental capacity of future generations (Gladwin et al. 1995). Sustainability is used to address the effects of economic growth, by defining and framing the relationships between sustainable ecological systems and dynamic human economic systems (Khalili, 2011). The environmental crisis correlates with economic, social, political, and cultural crises. This is because all systems-natural, economic, and social- are all interconnected. Hence, It makes sense that all must be taken into account when developing long-term solutions to the environmental crisis. Based on its integrated nature sustainability is divided into three systems, which are economic, social, and environmental (Khalili, 2011). The portion of natural resources that provide tangible inputs to the production process is replenishable and exhaustible- and is the focus of economic sustainability (Khalili, 2011). Environmental sustainability then increases the consideration of tangible inputs during the production process, it is important to prioritize the preservation of the environment's vital life support systems, including the atmosphere, water, and soil, in order to promote economic and social sustainability (Khalili, 2011). At the same time, social sustainability is used to overcome poverty and promote development (Khalili, 2011). Being a sustainability entrepreneur can manage the business in a healthy environment and society and improve reputation and customer loyalty (Dewa et al. 2023, Fadila et al. 2024).

(Agu et al. 2021) describe sustainable entrepreneurship education as a means of acquiring knowledge and skills that promote sustainability, promoting the desire to engage in sustainable entrepreneurship. Sustainable entrepreneurship education is also a means to develop and increase entrepreneurial inspiration, awareness, knowledge, and skills to create and manage sustainable entrepreneurship (Agu et al. 2021). Sustainable entrepreneurship is characterized by several fundamental aspects, namely innovation, personality orientation, and teamwork to realize large-scale market success that is beneficial to the environment or society (Schaltegger and Wagner, 2011). Based on this statement, it can be concluded that sustainable entrepreneurship education can create greater opportunities to achieve market success on a large scale. This is because sustainable entrepreneurship education provides knowledge about environmental and social utilization to gain market success on a large scale. Vuorio et al. (2018) also stated that education is a way that can influence the level of sustainable entrepreneurial intention. Education can also increase the emphasis on the goals of social and environmental entrepreneurship and reduce the emphasis on the goals of economic entrepreneurship (Hechavarría et al. 2017). Therefore, especially sustainable entrepreneurship education is a means that can develop knowledge, skills, and management that aims not to focus on economic entrepreneurship or profit alone but must also pay attention to social and environmental aspects (Diandri and Yeshika, 2024). Research by Kuswanti & Margunani (2020) and Mensah et al. (2021) showed that education had a very positive effect on entrepreneurial intentions. Based on the above idea, the researcher formulates the hypothesis as follows:

H1: Sustainable entrepreneurship education affects sustainability entrepreneurial intentions.

Al-Jubari (2019) stated that positive beliefs about entrepreneurship can influence individuals to do entrepreneurship. This is supported by Mensah et al. (2021) who stated that attitude is considered the tendency of society to react or respond both positively and negatively to entrepreneurship. (Yasir et al. 2021) added that People who believe sustainability is important are prone to put their beliefs into action. This is in line with Vuorio et al. (2018) who found that attitudes towards sustainability can increase sustainability-oriented entrepreneurial intentions. It has been demonstrated that a favorable attitude towards sustainability entrepreneurship is strongly influenced

by the intention to be sustainable entrepreneurs (Agu et al. 2021, Yasir et al. 2021). Based on this statement, it can be concluded that attitudes towards sustainability influence sustainability-oriented entrepreneurial intentions because attitude is a behavioral belief or belief to act, if someone has a positive belief or is more optimistic about sustainability, it will bring up the intention to do sustainable entrepreneurship. Based on the above idea, the researcher develops the hypothesis as follows:
H2: Attitude has an effect on sustainability entrepreneurial intentions.

Based on Ajzen (1991) regarding the theory of planned behavior, subjective norms affect intentions. This is because subjective norms are normative beliefs held by individuals towards entrepreneurship as a career choice that is strengthened by the motivation to act based on these normative beliefs (Mensah et al. 2021). Subjective norms are considered as perceptions of social pressure from family, friends, and important personalities on individuals to perform or not perform certain behaviors (Ajzen, 1991). Concerning entrepreneurship, subjective norms refer to the perceptions of family, friends, or other people towards individuals about engaging in entrepreneurial behavior or agreeing or disapproving of entrepreneurial decisions (Ozaralli and Rivenburgh, 2016). Al-Jubari (2019) found that subjective norms could affect entrepreneurial intentions. Several studies have also found that subjective norms have a significant effect on entrepreneurial intentions (Farrukh et al. 2018, Suryawirawan 2019, Mensah et al. 2021). This is also supported by Yasir et al. (2021) who stated that subjective norms had a significant effect on the formation of sustainability-oriented entrepreneurial intentions. Therefore, researchers assumed that subjective norms affected sustainable entrepreneurship intentions because the parents, friends, and the surrounding community can influence one's view of sustainable entrepreneurship. Based on the above idea, the researcher formulates the hypothesis as follows:
H3: Subjective norms affect sustainability entrepreneurial intentions.

Based on (Ajzen, 1991) regarding the theory of planned behavior perceived behavioral control influences intention. This is because perceived behavioral control is considered as self-confidence over the perceived difficulty and ease associated with performing a particular behavior (Ajzen,1991). Perceived behavioral control is an individual's perception about how far feel capable of running an entrepreneur as well as perspectives on entrepreneurship that are considered attractive and willing to run a business (Agu et al. 2021). If individuals feel they have the ability and expertise in entrepreneurship, then their intention to do entrepreneurship will also be higher, and in the end, they will choose entrepreneurship. Yasir et al. (2021) found that perceived behavioral control can be the strongest factor in the formation of sustainability entrepreneurial intentions. Several studies also stated that perceived behavioral control had a significant effect on entrepreneurial intentions (Al-Jubari 2019, Suryawirawan 2019, Tusyanah et al. 2020, Mensah et al. 2021). This shows that perceived behavioral control affected sustainability entrepreneurial intentions. This is because perceived behavioral control is a belief or perception to do or not. Someone who perceives that he is capable of becoming a sustainable entrepreneur, so he had higher sustainability entrepreneurial intentions. Based on the above idea, the researcher formulates the hypothesis as follows:
H4: Perceived behavioral control has an effect on sustainability entrepreneurial intentions.

Gender differences influence sustainability. This is supported by Vuorio et al. (2018) who said that the degree of entrepreneurial attitudes and intentions is influenced by gender. Therefore, in this study, gender was used as an independent variable. Gender itself has a role in entrepreneurship goals as well as values and behaviors related to sustainability, for example, social and environmental entrepreneurial goals are more prevalent among women than men, while goals for economic entrepreneurship are more prevalent among men (Hechavarría et al. 2017). This is because men are more motivated by financial success, while women are more motivated to manage bigger family affairs and spend more time at home to socialize with the surrounding community (Villanueva-Flores et al. 2021). Based on this statement, is the reason that social and environmental entrepreneurial goals are more prevalent among women than men because men have the motivation for financial success to be able to support their families. Therefore, To raise the level of sustainability entrepreneurial intentions, gender disparities are taken into account (Vuorio et al. 2018). (Villanueva-Flores et al. 2021) found that gender differences influenced entrepreneurship. This is also supported by Nikou et al. (2019) and (Suryawirawan, 2019) who stated that gender differences significantly affected entrepreneurial intentions. In line with this,

the researchers concluded that gender differences influenced sustainability entrepreneurship intentions because gender differences had different motivations and different personalities to become entrepreneurs. Based on the above idea, the researcher develops the hypothesis as follows:
H5: Gender affects sustainability entrepreneurial intentions.

The relationship between independent variables and dependent variables is presented in Figure 2 research framework. The hypotheses consist of Sustainable entrepreneurship education, Theory of Planned Behavior dimensions, and gender significantly influencing sustainability-oriented entrepreneurial intentions.

RESULTS

This study has an analysis of economic education student units. The general description of the identity of the respondents in the study includes gender, age, study program, and experience in entrepreneurship. Based on Table 1, the average age of economic education students in, the class of 2018 is 21–22 years. Furthermore, the number of respondents in this study was based on gender, male respondents were 27 respondents with a percentage of 14.7% and 157 respondents with a percentage of 85.3% were women. The study program of each respondent was accounting education (41.8%), office administration education (30.5%), and cooperative education (27.7%). Respondents who had entrepreneurial experience were 132 respondents or 71.7%, and those who did not have entrepreneurial experience were 52 respondents or 28.3%.

The variables in this study include sustainability entrepreneurial intentions (Y), sustainable entrepreneurship education (X1), dimensions of theory of planned behavior: attitude (X2); subjective norms (X3); perceived behavioral control (X4), and gender (X5). This research instrument was adopted from previous research which contains 8 statement items measuring sustainability entrepreneurial intentions, 8 statement items measuring sustainable entrepreneurship education, 9 statement items measuring attitude, 6 statement items measuring subjective norms, and 8 statement items measuring perceived behavioral control. Statements in the questionnaire are scored based on a Likert scale with four alternative scores. This was done to see an overall picture of the samples that were successfully collected and met the requirements to be used as research samples. The descriptive statistical analysis of independent and dependent variables is presented in Table 2. The table summarizes and describes the main features of a dataset, such as its mean, maximum and minimum value, standard deviation, and number of samples.

Data analysis used in this research was SEM-PLS (Structural Equation Model-Partial Least Square) analysis with SmartPls 3.2.9 software, which consists of evaluating the outer model and evaluating the inner model. Evaluation of the outer model can be seen in Table 3.

Table 1. Respondent Identity (n = 184)

Measurement	Category	Frequency	Percentage
Gender	Male	27	14.7%
	Female	157	85.3%
Age	<21	0	0%
	21-22	158	85.8%
	>22	26	14.2%
Study Program	Accounting Education	77	41.8%
	Office Administration Education	56	30.5%
	Cooperative Education	51	27.7%
Entrepreneurship experience	Yes	132	71.7%
	No	52	28.3%

Table 2. Result of descriptive statistics analysis

	Y	X1	X2	X3	X4
Mean	25.157	25.848	30.689	19.429	25.955
Maximum	32	32	36	24	32
Minimum	9	10	18	6	11
Std. Dev.	5.666	5.158	4.869	4.177	5.401
Number of samples	184	184	184	184	184

Table 3. Result of Cross Loading and Combine Loading

Variable/ item	Loading Factor	Loading Factor after elimination	Composite Reliability	Composite Reliability after elimination	AVE	AVE after elimination
Sustainability entrepreneurial intentions (SEI)						
SEI_1	0.768	0.768	0.906	0.903	0.549	0.572
SEI_2	0.811	0.820				
SEI_3	0.745	0.744				
SEI_4	0.752	0.750				
SEI_5	0.677	0.653				
SEI_6	0.840	0.833				
SEI_7	0.548	-				
SEI_8	0.746	0,711				
Sustainable entrepreneurship education (SEE)						
SEE_1	0.690	0.689	0.890	0.895	0.507	0.589
SEE_2	0.666	0.684				
SEE_3	0.761	0.782				
SEE_4	0.652	-				
SEE_5	0.511	-				
SEE_6	0.754	0.785				
SEE_7	0.761	0.793				
SEE_8	0.851	0.859				
Attitude (ATT)						
ATT_1	0.730	0.778	0.888	0.883	0.471	0.518
ATT_2	0.676	0.680				
ATT_3	0.717	0.721				
ATT_4	0.675	0.692				
ATT_5	0.629	0.714				
ATT_6	0.742	0.703				
ATT_7	0.801	0.746				
ATT_8	0.571	-				
ATT_9	0.607	-				
Subjective Norms (SN)						
SN_1	0.730	0.757	0.811	0.841	0.511	0.570
SN_2	0.732	0.771				
SN_3	0.745	0.767				
SN_4	0.714	0.723				
SN_5	0.683	-				
SN_6	0.682	-				

Table 3. Result of Cross Loading and Combine Loading (continue)

Variable/ item	Loading Factor	Loading Factor after elimination	Composite Reliability	Composite Reliability after elimination	AVE	AVE after elimination
Perceived Behavior Control (PBC)						
PBC_1	0.801	0.802	0.879	0.904	0.541	0.542
PBC_2	0.719	0.717				
PBC_3	0.744	0.745				
PBC_4	0.735	0.729				
PBC_5	0.675	0.683				
PBC_6	0.798	0.795				
PBC_7	0.717	0.723				
PBC_8	0.686	0.686				
Gender						
Gender	1.000	1.000	1.000	1.000	1.000	1.000

The accepted outer model was shown by the value of the loading factor for each indicator or statement of each variable whose value must be > 0.5. Furthermore, composite reliability can be accepted if the value is > 0.7. The AVE value is acceptable if the value is > 0.5. So, from Table 3, it shows that the loading factor values for each indicator or statement, and the composite reliability values all met the criteria and were acceptable. However, there was one variable that had an AVE <0.5. This caused indicator bias and it was necessary to remove the indicator to correct the value. After deleting the indicator, the AVE value became > 0.5. Furthermore, the discriminant validity is acceptable if the square root of the AVE is more than the correlation between latent constructs. This data can be seen in Table 4. Correlation of square root of the AVE.

Based on Table 4, the AVE square root correlation value in the relationship among the variables showed a greater value than the AVE square root correlation in the relationship between variables diagonally. Therefore, it can be concluded that all items met the criteria of discriminant validity. After that, continue to evaluate the inner model, in the evaluation of the inner model 2 things must be fulfilled (1) individual testing through R-square (Table 5); (2) global testing using the fit model (Table 6).

The r-square value of sustainability-oriented entrepreneurial intention was 0.678. This means that the variable had a strong predictive validity value because the r-square value was > 0.67. In addition, there was also an Adjusted R-square value of 0.669. The results of hypothesis testing can be seen in Table 7. The results of further testing can be seen in Table 8.

Sustainable Entrepreneurship Education Has an Effect on Sustainability Entrepreneurial Intention

The results of the study showed that sustainable entrepreneurship education significantly affected sustainability entrepreneurial intention. Sustainable entrepreneurship education is a discipline that can increase entrepreneurial inspiration and teach sustainable entrepreneurship and abilities that are crucial for creating and operating sustainable entrepreneurial businesses (Agu et al. 2021). The more students understand sustainable entrepreneurship, the higher their intention to become sustainability entrepreneurs. Sustainable entrepreneurship education is a means of knowledge that can create greater opportunities to realize market success on a large scale. Sustainable entrepreneurship education also provides knowledge about environmental and social utilization to gain market success on a large scale. In addition, sustainable entrepreneurship education also provides a way to evaluate market opportunities and the impact of businesses that students will run. The results are in line with Yasir et al. (2021) who stated that sustainable entrepreneurship education can help form sustainable entrepreneurial intentions. This statement was also supported by Vuorio et al. (2018) who stated that sustainable entrepreneurship education is very important in increasing intentions for sustainability entrepreneurship.

Table 4. Correlation of Square Root of AVE

Variable	SEE	ATT	SN	PBC	GENDER	SEI
SEE	0.768					
ATT	0.640	0.736				
SN	0.610	0.662	0.755			
PBC	0.689	0.602	0.601	0.720		
GENDER	-0.047	-0.097	0.000	-0.035	1.000	
SEI	0.743	0.667	0.617	0.550	-0.069	0.756

Table 5. Value of R-square and Adjusted R-square

Variable	R Square	Adjusted R Square
Sustainability entrepreneurial intention (Y)	0.678	0.669

Table 6. Criteria and Result of Model Fit

Indicator	Saturated Model	Estimation Model	Criteria	Conclusion
SRMR	0.088	0.088	<0.10 or 0.08	Accepted
NFI	0.580	0.580	Produces a value between 0 and 1.	Accepted

Table 7. Results of hypothesis testing

Model	Original Sample	Sample Average	Standard Deviation	T Statistics	P Values	Result
X1 -> Y	0.518	0.504	0.122	4.258	0.000	Accepted
X2 -> Y	-0.068	-0.062	0.080	0.846	0.398	Rejected
X3 -> Y	0.167	0.173	0.081	2.052	0.041	Accepted
X4 -> Y	0.264	0.272	0.083	3.163	0.002	Accepted
X5 -> Y	-0.021	-0.021	0.044	0.487	0.627	Rejected

Table 8. Result of Difference Testing

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.054	1.999		1.528	0.128
ESE (X1)	0.660	0.082	0.599	8.083	0.000
ATT (X2)	-0.139	0.087	-0.115	-1.599	0.112
SN (X3)	0.190	0.089	0.142	2.124	0.035
PBC (X4)	0.235	0.068	0.233	3.450	0.001
GENDER (X5)	-0.280	0.519	-0.025	-0.539	0.591

Attitude Has an Effect on Sustainability Entrepreneurial Intentions

The results of this study indicated that attitudes did not affect sustainability entrepreneurial intentions. Attitude is considered a tendency to respond positively or negatively to entrepreneurship (Mensah et al. 2021). Despite having a positive attitude towards sustainable entrepreneurship, the findings showed that it could not have any impact on the decision to practice sustainable entrepreneurship. This was because the attitude had not been internalized in students so there was no difference between those who had good or bad attitudes towards sustainable entrepreneurship. This could not affect someone's intention to be a sustainable entrepreneur. Therefore, this was the reason why attitudes did not affect sustainability-oriented entrepreneurship intentions. This research was in line with Ozaralli & Rivenburgh (2016) and Suryawirawan (2019).

Subjective Norms Have an Effect on Sustainability Entrepreneurial Intention

The results of this study indicated that subjective norms affected sustainability entrepreneurial intentions. This was because the views of parents, friends, and the surrounding community about sustainable entrepreneurship could influence one's views of sustainable entrepreneurship. Therefore, subjective norms could affect sustainability entrepreneurial intention. The findings of this research were corroborated by (Al-Jubari 2019, Mensah et al. 2021) who stated that subjective norms affected entrepreneurial intentions. Yasir et al. (2021) also stated that subjective norms affected sustainability entrepreneurial intentions. The sustainability entrepreneurial intention is affected by the support received.

Perceived Behavior Control Has an effect on Sustainability Entrepreneurial Intention

The findings of this study indicated that perceived behavior control had an impact on sustainability entrepreneurial intentions. Perceived behavioral control is a belief or perception to do or not to do. Someone who perceives that they are capable of becoming a sustainable entrepreneur is sure that they can identify markets, so these students can develop new products or services. In addition, the students were very confident that they would succeed in becoming sustainable entrepreneurs and would do everything they could to engage in sustainability entrepreneurship. Then it can be interpreted that perceived behavioral control could affect the intention to become sustainability entrepreneurs. The results of this study were supported by Luc (2018); Mensah et al. (2021); Tusyanah et al. (2020) who stated that perceived behavioral control affected entrepreneurial intentions. Yasir et al. (2021) reinforced that perceived behavioral control affected sustainability entrepreneurial intentions.

Gender Has an Effect on Sustainability Entrepreneurial Intention

The findings of this study indicated that gender affected sustainability-oriented entrepreneurial intention. This was because women and men had similar views about entrepreneurship (Muntean and Ozkazanc-Pan, 2015). Based on this statement, gender was only possible as a symbol. The nature of gender such as feminine and masculine could affect entrepreneurship. Muntean & Ozkazanc-Pan (2015) stated that feminine and masculine strengths could be brought by women and men into entrepreneurship. This indicated that women could have masculine power, as well as men who had feminine power could be brought into entrepreneurship. Therefore, gender could not affect sustainability entrepreneurial intention, because women's and men's perspectives on entrepreneurship were the same, and feminine and masculine strengths could be brought by women and men into sustainability entrepreneurship. The results of this study were supported by Gurel et al. (2021) who stated that gender did not affect entrepreneurial intention. Pelegrini & Moraes (2022) also stated that gender had no direct effect on intention. Therefore, gender did not affect sustainable entrepreneurial intentions.

Managerial Implications

The findings have some theoretical and practical implications for academic purposes and policy making, especially for Indonesia and other developing countries to stimulate greater interest in students toward sustainability entrepreneurs. First, the study demonstrates that sustainable entrepreneurship education has a significant direct influence on sustainability entrepreneurial intentions. This implies that sustainability entrepreneurship education besides being used for developing the knowledge and skills needed to manage a company, also increases the individual's willingness to consider entrepreneurship as a career option. Sustainable entrepreneurship education also teaches not to look at it from an economic perspective, but also environmental and social aspects when becoming a sustainable entrepreneur. Second, this study highlights the need for policymakers, educational authorities, and other stakeholders in Indonesia and other developing countries to fully integrate sustainability in their entrepreneurship education curricula. Lecturers can implement based learning projects for students to introduce sustainable entrepreneurship.

Support from the surrounding environment is needed to encourage interest in sustainable entrepreneurship. This can increase students' confidence that being an entrepreneur who focuses on economic, environmental, and social aspects will provide a good image so that their business goals can be achieved. It is in line with legitimation theory that sustainability and social activities can improve reputation and customer loyalty.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

First, sustainable entrepreneurship education influences sustainability entrepreneurial intentions. Second, planned behavior dimensions (subjective norms and perceived behavioral control) affect sustainability entrepreneurial intentions. Third, attitude and gender have nonsignificant effects on sustainability entrepreneurial intentions.

Recommendations

There are several limitations in this study. This study only involved economic education students. Investigating the sustainable entrepreneurial intentions of different student backgrounds can add a fresh perspective to this study. Hence, Future research can examine students from different academic backgrounds. In addition, future research can be carried out by including those variables (personal value, social support) and making use of a control group as a benchmark. It can be done using experimental methods to complete survey methods. Finally, research with similar topics needs to be increased by combining both qualitative and quantitative approaches.

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