The Effect of Islamic Character Education Factors on Green Entrepreneurial Behavior;
A Case of State University Students in Banten Province

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ABSTRACT

This study aims to analyze the influence of Islamic Education factors on green entrepreneurial behavior, namely (1) the effect of social awareness on green entrepreneurial behavior, (2) the effect of cooperation on green entrepreneurial behavior, (3) the influence of innovation and creativity on green entrepreneurial behavior, (4)) the influence of leadership on green entrepreneurial behavior, (5) the influence of work ethics on green entrepreneurial behavior. The population of this study were students of State Universities in Banten Province who had taken Islamic Religious Education Courses, with a sample of 232 students, which was obtained by multiplying the entire number of indicators as many as 29 with the number 8 referring to Ferdinand's opinion, The method used in this study is a descriptive quantitative data collected through a questionnaire and processed using Smart PLS software version 3.2.9. The results of this study indicate that (1) social awareness has a positive and significant effect on green entrepreneurial behavior, (2) cooperation has no positive and insignificant effect on green entrepreneurial behavior, (3) innovation and creativity have no positive and insignificant effect on green entrepreneurial behavior, (4) Leadership has no positive and significant effect on green entrepreneurial behavior, and (5) Work ethics has a positive and significant effect on green entrepreneurial behavior.
Keywords: Cooperation, Green Entrepreneurial Behavior, Innovation and Creativity, Islamic Character Education, Leadership, Social Awareness, Work Ethics

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh faktor pendidikan karakter Islami terhadap green entrepreneurial behavior, yaitu (1) pengaruh kesadaran sosial terhadap green entrepreneurial behavior, (2) pengaruh kerjasama terhadap green entrepreneurial behavior, (3) pengaruh inovasi dan kreatifitas terhadap green entrepreneurial behavior, (4) pengaruh kepemimpinan terhadap green entrepreneurial behavior, (5) pengaruh etika kerja terhadap green entrepreneurial behavior. Populasi penelitian ini adalah mahasiswa Perguruan Tinggi Negeri yang berada di Provinsi Banten yang telah mengambil Mata Kuliah Pendidikan Agama Islam, dengan sampel sebanyak 232 mahasiswa, yang diperoleh dari pengalian seluruh jumlah indikator sebanyak 29 dengan angka 8 mengacu pada pendapat Ferdinand, Metode yang digunakan dalam penelitian ini adalah kuantitatif deskriptif, data dikumpulkan melalui kuesioner dan diolah menggunakan software Smart PLS versi 3.2.9. Hasil penelitian ini menunjukan bahwa (1) Kesadaran sosial berpengaruh positif dan signifikan terhadap green entrepreneurial behavior, (2) Kerjasama tidak berpengaruh positif signifikan terhadap green entrepreneurial behavior, (3) Inovasi dan kreatifitas tidak berpengaruh positif signifikan terhadap green entrepreneurial behavior, (4) Kepemimpinan tidak berpengaruh positif signifikan terhadap green entrepreneurial behavior, dan (5) Etika kerja berpengaruh positif dan signifikan terhadap green entrepreneurial behavior.
Kata Kunci: Kerjasama, Green Entrepreneurial Behavior, Inovasi dan kreatifitas, Pendidikan Karakter Islami, Kepemimpinan, Kesadaran Sosial, Etika Kerja.

A. INTRODUCTION

Environmental issues have become an important problem declared by many countries(Awallia and Famiola 2021). Environmental issues have now become universal issues so every human being should have the awareness to protect the environment according to his nature. Environmental issues have received important attention from the whole world along with the many problems that threaten the human environment such as global warming, depletion of the ozone layer, air, water, and soil pollution. The application of the green economy as a form of awareness of the world community about the importance of the environment for the future has been intensively carried out. To realize a green economy, the Indonesian government has been working progressively on the planning of Low Carbon Development (CRP) initiatives since the initiative was initiated at UNFCC COP 23. (Kemenesdm 2021).

Green entrepreneurship is part of the green economy, as an entrepreneurial approach that pays attention to environmentally friendly businesses and can be an alternative solution to solving pollution problems that occur in society (Maisaroh, Sawitri, and Ramli 2022) In many countries, the concept of green entrepreneurship has been introduced since at the most basic education level, students are educated and encouraged to always pay attention to and protect the environment. In Indonesia, the concept of green entrepreneurship was introduced by the government and related business institutions at various levels. So not a few young start-up entrepreneurs in Indonesia are interested in developing a business that promotes environmentally friendly products (Maisaroh, Sawitri, and Ramli 2022).

The role of higher education institutions is very strategic in developing green entrepreneurship by strengthening scientific knowledge and developing responsible behavior towards the future, as well as developing green entrepreneurship competencies which are the premise for sustainable development.(Anghel and Angel 2022). Student concern for green entrepreneurship is positively related to their knowledge, understanding, and awareness.

Currently, the ratio of entrepreneurs in the country is still around 3.47 percent of the total population, lagging compared to other ASEAN countries, Singapore has reached 8.76 percent, Thailand has reached 4.26 percent, and Malaysia has reached 4.74 percent.(Prayoga and Fadjar 2021). Meanwhile, various countries including Indonesia are faced with the problem of degradation of natural resources, energy resources, environment, and food sources (Mamun 2011), so the developments and changes that have occurred related to

environmental aspects and business aspects have occurred in the last decade, direct the international community towards the application of the concept of the green economy (Anisah and Wandary 2015).

The degradation of the quality of life's welfare forces people to pay full attention to social, environmental, and economic aspects as the embodiment of the concept of sustainable development, that efforts to meet the needs of life at a time so as not to neglect the ability of future generations to be able to meet their needs. Related to this, the gap that occurs between efforts to create educated entrepreneurs as graduates through the implementation of the compulsory Entrepreneurship Education course is in the fact that material on green entrepreneurship has not been explicitly conveyed so that trade orientation becomes stronger than focusing on sustainability. business for the environment, the economy, and the environment. (Anisah and Wandary 2015).

Thus, a behavioral approach to green entrepreneurship (Green entrepreneurial behavior/GEB) is carried out through conveying its values at the higher education level, which are entrusted in Character Development Courses, one of which is the Islamic Religious Education course, as mandated by law and system National Education. In this case, universities play an important role in strengthening scientific knowledge, training, and developing attitudes and behavior that are responsible for the future. Education centered on competency development for green entrepreneurship is the premise for sustainable development (Anghel and Angel 2022).

Similar research has been conducted by (Hasanah 2013), (Anisah and Wandary 2015), (Sudyasjayanti and Pd 2017), (Azeez 2019), (Awallia and Famiola 2021), (Marliana, Puspita, and Faidah 2021), (Amankwah and Sesen 2021), (Chu, Zhang, and Jiang 2021), (Widagda 2022), And (Maisaroh, Sawitri, and Ramli 2022). However, this research is different from this research, none of the studies above examined the formation of green entrepreneurial behavior (GEB) in students at higher education through learning Islamic Religious Education (which internalizes Islamic character values) in Banten Province.

B. LITERATURE REVIEW

1. Green Entrepreneurial Behavior

Green entrepreneurial behavior is acting in an independent business related to the discovery, evaluation, and exploration of entrepreneurial opportunities that pay attention to social, environmental, and economic aspects (Anisah and Wandary 2015). Pachaly (2012)

explains that green entrepreneurship pays attention to individual aspects and organizational aspects involved in entrepreneurial activities that create benefits for the environment by offering green products. (Anisah and Wandary 2015). According to the OESD A green entrepreneur is dedicated to making his business green and adopts environmentally friendly production technologies or a person who enters a green business by actually engaging in producing environmental production (Amankwah and Sesen 2021). Slovick (2011) as cited by (Maisaroh, Sawitri, and Ramli 2022) Environmentally friendly entrepreneurs always protect the environment by rejuvenating resources and paying attention to human resource aspects in all their activities.

Indicators for measuring green entrepreneurial behavior are (1) participation in environmental initiatives, (2) increasing resource efficiency, (3) awareness and understanding of the environment, (4) choosing environmentally friendly transportation, and (5) integrating the environment in business strategy (Krauss and Kailer 2019)

2. Islamic Character Education

Character education in general according to Narwanti (2011) in (Sakti 2017) is a system of planting character values, and actions to carry out these values. Meanwhile, Islamic character education is the process of forming and developing an individual character or personality based on the teachings of Islam (Gratitude and Munawaroh 2021). Character education in a tertiary setting is learning that leads to the strengthening and development of student behavior as a whole based on a certain value referred to by the tertiary institution. This definition implies: (1). Character education is education that is integrated with learning that occurs in all subjects. (2). Directed on the strengthening and development of the child's behavior as a whole. The assumption is that children are human organisms that have the potential to be strengthened and developed. And (3) Strengthening and developing behavior based on values referred to by universities (Sulistiyowati 2013).

According to Asmani (2012) in (Halawati 2020)based on various religious values, social norms, regulations or laws, and human rights principles, values have been identified which are grouped into five main values, namely the values of human character concerning God Almighty, oneself, others people, environment, and nation. The aims of character education are (1) to develop the heart/conscience/affective potential of students as human beings and citizens who have national character values. (2) Develop habits and behavior of students that are commendable and in line with universal values and religious national

cultural traditions. (3) Instill a spirit of leadership and responsibility for students as the nation's next generation. (4). Develop the ability of students to become human beings who are independent, creative, and insightful. (Andriany 2016)

The Islamic character taught by Islamic Religious Education concerning the formation of green entrepreneurial behavior according to (Hidayatullah and Primary 2019) is (1) Social awareness. The indicators used to measure social awareness are a concern for the environment, concern for society, concern for human rights, and concern for poverty and justice. (Tomlinson 2008). (2) Work Ethics. The indicators used to measure work ethics are integrity, responsibility, hard work, honesty, and commitment to Islamic values (Al-Qudah and Al-Kilani 2020), (3) Innovation and Creativity. The indicators used to measure innovation and creativity are the ability to think creatively, initiative in creating change, ability to work in teams, use innovative technology or resources, and develop new products and services. (Waring 2004), (4) Cooperation. The indicators used to measure cooperation are the ability to communicate well, openness to other people's ideas and input, ability to work in teams, ability to resolve conflicts, and willingness to (Nainggolan 2016) and (5) Leadership. Indicators for measuring leadership are visionary ability, participative ability, fair ability, and motivating ability (Hunt and LL Larson 2002)

C. METHOD

The method used in this research is the descriptive quantitative method. According to (Arikunto 2010) Quantitative research is research where the data is expressed in the form of numbers or numbers that can be counted systematically, while according to (Sugiono 2019) Quantitative research is defined as a research method based on the philosophy of positivism, used to examine certain populations or samples, data collection uses research instruments, data analysis is quantitative/statistical in nature, intending to test a predetermined hypothesis. According to Narbuko & Achmadi, (2015), Descriptive research is research that seeks to answer existing problems based on data. The process of analysis in descriptive research is presenting, analyzing, and interpreting.

The population of this study was students of State Universities in Banten Province, which consisted of Sultan Ageng Tirtayasa University, Sultan Maulana Hasanuddin State Islamic University (UIN SMH) Banten, and the Open University (UT) which had contracted Islamic Religious Education Courses. Determination of the number of samples in this study refers to the opinion of Ferdinand (2002), which states that the sample size depends on the number of indicators used in all variables. The number of samples is equal

to the number of indicators multiplied by 5-10. Then the number of samples in this study was set at 232 respondents, which was obtained from all the variable indicators in this study which amounted to 29, then multiplied by 8 (29 x 8 = 232). The data in this study were obtained by sending questionnaires directly to the respondents. The data was processed using Smart PLS software version 3.2.9. The data was then analyzed using the structural equation modeling (SEM) method with the partial least squares (PLS) approach.

D. RESEARCH RESULTS AND DISCUSSION
1. Research Result
A. Description of Research Respondents

Respondents to this study were students who had taken Islamic Religious Education Courses at State Universities in Banten Province, consisting of three universities, namely Sultan Ageng Tirtayasa University, Open University, and Sultan Maulana Hasanuddin State Islamic University, totaling 232 students. Classification of respondents based on gender can be seen in the following table:

Table 1. Data of Respondents by Gender

No	Gender	Amount
1	Man	59
2	Woman	173
	Number of Respondents	232

Source: Processed Questionnaire Data 2023

Based on Table 1 above, there were 59 male respondents and 173 female respondents. Based on gender, the number of female respondents was greater than the number of male respondents.

Table 2. Data of Respondents Based on Origin of College

No	Origin of College	Amount
1	Sultan Ageng Tirtayasa University	105
2	Sultan Maulana Hasanudin State Islamic University	79
3	Open University	48
	Number of Respondents	232

Source: Questionnaire Data 2023

Based on Table 2 above, there were 105 respondents from Sultan Ageng Tirtayasa University, 79 people from UIN Sultan Maulana Hasanudin, and 48 people from the Open University. Based on the origin of higher education, there were more respondents from Sultan Ageng Tirtayasa University compared to the other two universities.

Table 3. Data of Respondents by Education Program

No	Education programs	Amount
1	Bachelor degree)	227
2	Diploma (D3)	5
	Number of Respondents	232

Source: Questionnaire Data 2023

Based on Table 3 above, 227 respondents came from undergraduate education programs, while those who came from diploma education programs totaled 5 people. From these data, it is known that there are more respondents from undergraduate programs than respondents from diploma programs.

B. Construct Validity and Reliability Test

1. Construct Validity Test

The construct validity test in SEM-PLS consists of two stages, namely convergent validity and discriminant validity.

a. Convergent Validity

In convergent validity, two value criteria are evaluated, namely the value of the loading factor, and the value of the average variance inflation factor (AVE).

Table 5. Outer Loading Value

	Awareness	Green Entrepreneurial Behavior	Innovation and Creativity	Cooperation	leadership	Work Ethics
EK1						0.808
EK2						0.835
EK3						0.883
EK4						0.854
EK5						0.829
GEB1		0.637				
GEB2		0.703				
GEB3		0.807				
GEB4		0.558				
GEB5		0.641				
IK1			0.781			
IK2			0.804			
IK3			0.824			

Indicator			
IK4		0.850	
IK5		0.730	
K1			0.836
K2			0.858
K3			0.874
K4			0.839
K5			0.765
Kep1			
Kep2			
Kep3			
Kep4			
case1	0.768		
Case 2	0.833		
Case3	0.818		
Case4	0.810		
Case5	0.856		

Kep1 0.873, Kep2 0.882, Kep3 0.780, Kep4 0.711

Source: Smart PLS Data 2023

All of the variable indicators in this study already have a loading factor value above 0.60, except for the GEB4 indicator which has a value of 0.558 on the green entrepreneurial behavior variable, so this indicator is not included in further tests. Thus, the indicators forming the construct of awareness, innovation and creativity, collaboration, leadership, work ethics, and green entrepreneurial behavior are in the valid category.

Table 6. Average Variance Extracted (AVE) Value

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Awareness	0.876	0.878	0.910	0.668
Cooperation	0.892	0.902	0.920	0.697
Green Entrepreneurial Behavior	0.686	0.708	0.808	0.515
Innovation and Creativity	0.857	0.860	0.898	0.638
leadership	0.832	0.863	0.887	0.663
Work Ethics	0.898	0.902	0.924	0.710

Source: Smart PLS Data Processed 2023

Table 6 above shows that the AVE value for the construct of each variable, Awareness = 0.668, Cooperation = 0.697, Innovation and Creativity = 0.638, Leadership = 0.663, Work Ethics = 0.710, and Green Entrepreneurial Behavior = 0.515. The six constructs have a value of ≥ 0.50, meaning that the six constructs are categorized as valid.

b. Discriminant Validity

Testing Discriminant validity is assessed by looking at the AVE squared value which is higher than the correlation value between variables(Hamid and Anwar 2019). Discriminant validity testing was carried out using Smart PLS software version 3.2.9. test results can be seen in the following table:

Table 7. Correlation Value of Latent Variables

	Awareness	Cooperation	Green Entrepreneurial Behavior	Innovation and Creativity	leadership	Work Ethics
Awareness	0.818					
Cooperation	0.625	0.835				
Green Entrepreneurial Behavior	0.707	0.534	0.717			
Innovation and Creativity	0.642	0.732	0.539	0.798		
leadership	0.620	0.765	0.532	0.661	0.815	
Work Ethics	0.697	0.731	0.471	0.708	0.647	0.842

Source: Smart PLS Data Processed 2023

Table 7 above shows that the AVE squared value of all indicators of one construct is greater than the correlation value between variables, thus, all indicators of the six constructs are included in the valid category

2. Reliability Test

Reliability testing was carried out using Smart PLS software version 3.2.9. test results can be seen in the following table:

Table 8. Reliability Test Results

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Awareness	0.876	0.878	0.910	0.668
Cooperation	0.892	0.902	0.920	0.697
Green Entrepreneurial Behavior	0.686	0.708	0.808	0.515
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leadership	0.832	0.863	0.887	0.663
Work Ethics	0.898	0.902	0.924	0.710

Source: Smart PLS Data Processed 2023

Table 8 above shows that the composite reliability value of the awareness construct=0.910, cooperation=0.920, green entrepreneurial behavior=0.808, innovation

and creativity=0.898, leadership=0.887, and work ethics=0.924. All of these composite reliability values have a value above 0.70. So, the constructs of awareness, cooperation, green entrepreneurial behavior, innovation and creativity, leadership and work ethics have good or reliable reliability.

C. R-Square value

R-Square testing was carried out using Smart PLS software version 3.2.9. test results can be seen in the following table:

Table9. R-Square Value

	R Square	R Square Adjusted
Green Entrepreneurial Behavior	**0.536**	**0.525**

Source: Smart PLS Data Processed 2023

Based on Table 9 above, it is known that the R-Square value for the green entrepreneurial behavior variable is 0.536. Thus it can be concluded that the R-Square value for the green entrepreneurial behavior variable can be explained by awareness, work ethics, innovation and creativity, cooperation, and leadership of 53.6% including the strong category.

Table 10. Path Coefficients Test Results

	Original Sample (O)	Sample Means (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Awareness -> Green Entrepreneurial Behavior	0.639	0.641	0.069	9,211	**0.000**
Cooperation -> Green Entrepreneurial Behavior	0.130	0.129	0.083	1,577	**0.115**
Innovation and Creativity -> Green Entrepreneurial Behavior	0.126	0.130	0.088	1,431	**0.153**
Leadership -> Green Entrepreneurial Behavior	0.094	0.091	0.078	1.207	**0.228**
Work Ethics -> Green Entrepreneurial Behavior	-0.220	-0.213	0.090	2,443	**0.015**

Source: Digital PLS Smart Data 2023

Based on Table 10 above, it is known that each variable of awareness and work ethics has a significant positive effect on green entrepreneurial behavior, this is indicated by the p-value of each variable of awareness and work ethics which is less than 0.05 (0.000<0.05) and (0.015<0.05) and the statistical t values are greater than the t table values (9.211>1.652) and (2.443>1.652). While cooperation, leadership, innovation, and creativity do not have a significant positive effect on green entrepreneurial behavior, this is indicated by the p values of each variable cooperation, leadership, innovation, and creativity greater than 0.05 (0.115> 0.05) (0.153 >0.05) and (0.228>0.05) and the t statistic value of each variable is smaller than the t table value (1.577<1.652), (1.431<1.652), and (1.207<1.652)

2. Discussion of Research Results

a. The Effect of Social Awareness on Green Entrepreneurial Behavior

Social awareness is the action of individuals or groups in understanding and fulfilling their social responsibilities towards society and the surrounding environment(Hidayatullah and Primary 2019). The results of the above research show that social awareness has a significant positive effect on the green entrepreneurial behavior of state university students in Banten Province, this is indicated by the p-value of awareness which is smaller than 0.05 (0.000<0.05) and the t value of the statistic is greater from the t table value (9.211> 1.652). Thus, the higher the awareness of students, the higher their green entrepreneurial behavior will be.

b. The Effect of Collaboration on Green Entrepreneurial Behavior

Cooperation is the ability of individuals or organizations to work in teams and collaborate with others (Nainggolan 2016). The results of the research above show that cooperation has no significant positive effect on the green entrepreneurial behavior of State University students in Banten Province, this is indicated by the p-value of cooperation being greater than 0.05 (0.115 > 0.05) and the t-statistic value is smaller from the t table value (1.577 <1.652). Thus, the high level of student collaboration does not have a significant effect on their green entrepreneurial behavior.

c. The Influence of Innovation and Creativity on Green Entrepreneurial Behavior

Innovation and creativity are the abilities of individuals or organizations to come up with new ideas, develop creative solutions, and design innovative products and

services(Longenecker and Fink 2016). The results of the research above show that innovation and creativity do not have a significant positive effect on the green entrepreneurial behavior of state university students in Banten Province, this is indicated by the p values of innovation and creativity variables greater than 0.05 (0.228> 0.05) and the statistical t value is smaller than the t table value (1.207 <1.652). Thus, the high level of innovation and creativity of university students in Banten Province does not have a significant effect on their green entrepreneurial behavior.

d. The Influence of Leadership on Green Entrepreneurial Behavior

The results of the above research show that leadership does not have a positive and significant effect on the green entrepreneurial behavior of state university students in Banten Province, this is indicated by the p-value of the leadership variable which is greater than 0.05 (0.153> 0.05) and the statistical t value smaller than the t table value (1.431 <1.652). Thus, the high level of university student leadership in Banten Province does not have a significant effect on their green entrepreneurial behavior.

e. The Effect of Work Ethics on Green Entrepreneurial Behavior

Work ethics are the values and principles that must be adhered to by individuals in the work environment, including integrity, responsibility, hard work, honesty, and commitment to achieving organizational goals (Hidayatullah and Primary 2019). The results of the research above show that work ethic has a significant positive effect on the green entrepreneurial behavior of State University students in Banten Province, this is indicated by the p-value of the work ethics variable which is less than 0.05 (0.015<0.05) and the statistical t value greater than the value of t-table (2.443> 1.652). Thus, the higher the work ethic of State University students in Banten Province which is internalized through Islamic Religious Education learning, the higher their green entrepreneurial behavior will be.

E. CONCLUSION

Awareness and work ethics have a positive and significant effect on the green entrepreneurial behavior of students of State Universities in Banten Province, while cooperation, leadership, innovation, and creativity do not have a positive and significant effect on the green entrepreneurial behavior of students of State Universities in Banten

Province. Overall, the green entrepreneurial behavior of State University students in Banten Province is influenced by five value variables, with an influence percentage of 53.6%.

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