**The Effect of Islamic Character Education Factors on Students' Green Behavior**

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**ABSTRACT**

This study aims to analyze the influence of Islamic Education factors on students' green behavior, namely (1) the effect of social awareness on students' green behavior, (2) the effect of cooperation on students' green behavior, (3) the influence of innovation and creativity on students green behavior, (4) the influence of leadership on students green behavior, (5) the influence of work ethics on students green 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 students' green behavior, (2) cooperation has a negative and insignificant effect on green behavior, (3) innovation and creativity have a negative and insignificant effect on students green behavior, (4) Leadership has a negative and significant effect on students green behavior, and (5) Work ethics has a positive and significant effect on students green behavior.

**Keyword**s: Cooperation, Green Behavior, Innovation and Creativity, Islamic Character Education, Leadership, Social Awareness, Work Ethics

**ABSTRACT**

Penelitian ini bertujuan untuk menganalisis pengaruh faktor Pendidikan Islam terhadap *green behavior* mahasiswa, yaitu (1) pengaruh kesadaran sosial terhadap *green behavior* mahasiswa, (2) pengaruh kerjasama terhadap Green behavior mahasiswa, (3) pengaruh inovasi dan kreatifitas terhadap *green behavior* mahasiswa, (4) pengaruh kepemimpinan terhadap Green behavior mahasiswa, (5) pengaruh etika kerja terhadap Green behavior mahasiswa. 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 behavior mahasiswa, (2) Kerjasama berpengaruh negative tidak signifikan terhadap Green behavior mahasiswa, (3) Inovasi dan kreatifitas berpengaruh negative dan tidak signifikan terhadap Green behavior mahasiswa, (4) Kepemimpinan berpengaruh negative dan signifikan terhadap Green behavior mahasiswa, dan (5) Etika kerja berpengaruh positif dan signifikan terhadap Green behavior mahasiswa.

**Keyword**s: Kerjasama, Green 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) and become an important concern for 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. Human behavior in protecting the environment is referred to as green behavior. Golman & Barlow (2012) as cited by (Utami Putri and Nikawanti 2017) explained that green behavior is human behavior in maintaining and maintaining the environment in its immediate environment.

Green behavior as a form of public awareness of the importance of the environment for the future has been intensively carried out. To realize green behavior, the Indonesian government has been working progressively on the planning of the Low Carbon Development Initiative (CRP) since the initiative was initiated at UNFCC COP 23. The CRP initiative aims to explicitly include environmental considerations – such as greenhouse gas reduction targets and carrying capacity within the framework of development planning (Kemenesdm 2021).

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. (Anisah and Wandary 2015).

Higher education plays an important role in strengthening scientific knowledge and developing responsible behavior towards the future, as well as developing green behavior competencies which are the premise for sustainable development (Anghel and Angel 2022).The green behavior approach is carried out by conveying its values ​​through Islamic Religious Education Subjects, as mandated by law and the national education system. In this case, universities play an important role in strengthening scientific knowledge, training, and developing attitudes and behavior that are responsible for the future (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 behavior (GB) in students in higher education through learning Islamic Religious Education in Banten Province.

**B. LITERATURE REVIEW**

1. ***Green Behavior***

Green behavior is the behavior of protecting and caring for the environment which is carried out because of awareness and a sense of responsibility for the preservation of the universe. Keraf (2014) as cited by (Utami Putri and Nikawanti 2017) that humans have a sense of belonging and love for nature in which they live so humans should be able to learn to deal with their environment. Accordingly. Slovick (2011) as cited by (Maisaroh, Sawitri, and Ramli 2022) states that environmentally friendly humans always preserve the environment by rejuvenating resources and paying attention to aspects of human resources in all their activities.

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

1. **Islamic Character Education**

Character education in general according to Narwanti (2011) as cited by (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) as cited by (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 about 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 about the formation of Green 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 where the data 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, 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, and the Open University which had contracted Islamic Religious Education Courses. Determination of the number of samples in this study refers to Ferdinand's opinion (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 Results in**

**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: Processed 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: Processed 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. Structural Model Testing (Outer Model)**

Testing of the structural outer model (outer model) was carried out using PLS software version 3.2.9. test results can be seen in the following figure:

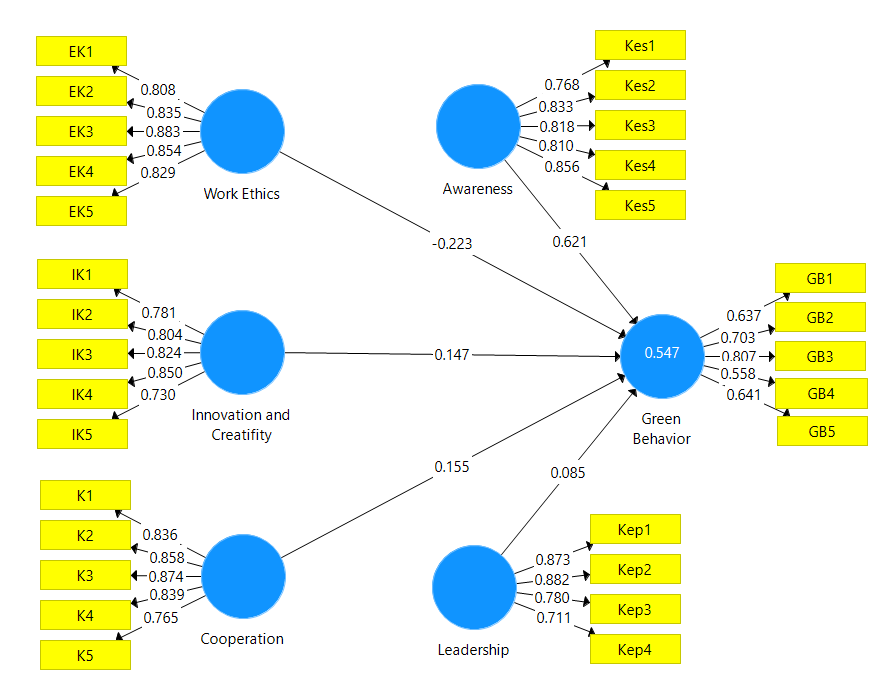
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Figure 1. Outer Model

**c. Construct Validity Test**

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

**d. 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 behavior | Innovation and Creativity | Cooperation | leadership | Work Ethics |
| EK1 |  |  |  |  |  | 0.808 |
| EK2 |  |  |  |  |  | 0.835 |
| EK3 |  |  |  |  |  | 0.883 |
| EK4 |  |  |  |  |  | 0.854 |
| EK5 |  |  |  |  |  | 0.829 |
| GB1 |  | 0.637 |  |  |  |  |
| GB2 |  | 0.703 |  |  |  |  |
| GB3 |  | 0.807 |  |  |  |  |
| GB4 |  | 0.558 |  |  |  |  |
| GB5 |  | 0.641 |  |  |  |  |
| IK1 |  |  | 0.781 |  |  |  |
| IK2 |  |  | 0.804 |  |  |  |
| IK3 |  |  | 0.824 |  |  |  |
| IK4 |  |  | 0.850 |  |  |  |
| IK5 |  |  | 0.730 |  |  |  |
| K1 |  |  |  | 0.836 |  |  |
| K2 |  |  |  | 0.858 |  |  |
| K3 |  |  |  | 0.874 |  |  |
| K4 |  |  |  | 0.839 |  |  |
| K5 |  |  |  | 0.765 |  |  |
| Kep1 |  |  |  |  | 0.873 |  |
| Kep2 |  |  |  |  | 0.882 |  |
| Kep3 |  |  |  |  | 0.780 |  |
| Kep4 |  |  |  |  | 0.711 |  |
| case1 | 0.768 |  |  |  |  |  |
| Case 2 | 0.833 |  |  |  |  |  |
| Case3 | 0.818 |  |  |  |  |  |
| Case4 | 0.810 |  |  |  |  |  |
| Case5 | 0.856 |  |  |  |  |  |

Source: Smart PLS Data Processed 2023

All variable indicators in this study already have a loading factor value above 0.60, except for the GB4 indicator which has a value of 0.558 on the Green behavior variable, so this indicator is not included in further testing. Thus, the indicators forming the construct of awareness, innovation and creativity, cooperation, leadership, work ethics, and green 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 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 Behavior = 0.515. The six constructs have a value of ≥ 0.50, meaning that the six constructs are categorized as valid.

**e. 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 behavior | Innovation and Creativity | leadership | Work Ethics |
| Awareness | 0.818 |  |  |  |  |  |
| Cooperation | 0.625 | 0.835 |  |  |  |  |
| Green 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

**f. 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 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 8 above shows that the composite reliability value of the awareness construct = 0.910, cooperation = 0.920, Green 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 behavior, innovation and creativity, leadership and work ethics have good or reliable reliability.

**g. Structural Model Testing (Inner Model)**

Testing of the Structural Model (Inner Model) was carried out using PLS software version 3.2.9. Inner Model test results can be seen in the following figure:

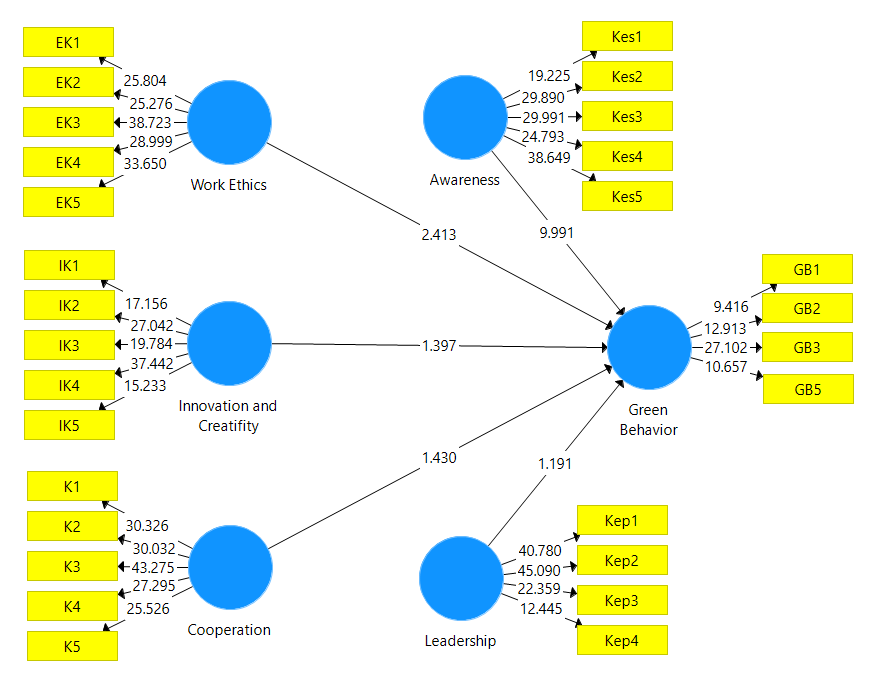


Figure 2. Inner Model

**h. 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 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 behavior variable is 0.536. Thus it can be concluded that the R-Square value for the Green 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 behavior | 0.639 | 0.641 | 0.069 | 9,211 | **0.000** |
| Cooperation -> Green behavior | 0.130 | 0.129 | 0.083 | 1,577 | **0.115** |
| Innovation and Creativity -> Green behavior | 0.126 | 0.130 | 0.088 | 1,431 | **0.153** |
| Leadership -> Green behavior | 0.094 | 0.091 | 0.078 | 1.207 | **0.228** |
| Work Ethics -> Green 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 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-value is greater than the t-table value (9.211>1.652) and (2.443>1.652). Meanwhile, Cooperation, leadership, innovation, and creativity have no significant negative effect on Green behavior, this is indicated by the p-values ​​of each variable Cooperation, leadership, innovation, and creativity is 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 greater 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 Behavior**

Islamic character education is part of Islamic religious education. The model of religious education developed is not merely doctrinal, emphasizing a series of teachings and obligations to adherents of religion, but must be carried out by involving the emotions and rationality of its adherents. (Sudrajat, 2000). Everyday behavior, both good and bad, is influenced by emotions and rationality. Behavior indicates a social problem. This behavior is called moral. The basis for people to act following morals is called ethics. Ethics is based on certain religions and cultures. These ethics and morals provide direction about a good way of life. (Hardiono 2020). EducationIslam internalizes values ​​to guide humans to build good relationships with their God, with themselves, with each other, and with their environment. Therefore a person is responsible not only for his piety but also for his social piety. The social building is based on religious values ​​that build moral values. Islamic religious, moral, and development education is an inseparable package. (Zaki 2015).

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 research above show that social awareness has a significant positive effect on the green behavior of students of state universities in Banten Province, this is indicated by the p-value of awareness which is less than 0.05 (0.000 <0.05) and the t value of the statistic is greater than t table value (9.211> 1.652). Thus, the higher the awareness of students, the higher their green behavior.

**b. The Effect of Collaboration on Green Behavior**

Humans as social beings, naturally cannot be separated from their social community. With this natural potential, Islamic character education guides and builds habitual behavior to maintain survival. Islam teaches us to live together in goodness and reject cooperation that brings badness. good cooperation skills will bring up self-confidence and good at interacting and adapting to adapt to their environment (Kholilullah 2023).

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 negative effect on the green behavior of students of state universities in Banten Province, this is indicated by the p-value of cooperation greater than 0.05 (0.115> 0.05) and the statistical t value is smaller than t table value (1.577 <1.652). Thus, the high level of student collaboration does not have a significant effect on their Green behavior.

**c. The Effect of Innovation and Creativity on Green 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). Innovation is an alternative problem-solving. Innovation usually arises because of certain concerns as a problem. Solving problems by coming up with new ideas or ideas or new models (Diana Sari, Dinda Putri Arini 2023). In Islam, creativity and innovation are associated with piety, and every individual is a doer, which encourages them to take beneficial actions. If someone believes in God, they will be more productive and better. This corresponds to human efforts to manage resources to achieve falah, or success, based on the values ​​and principles of the Koran and Sunnah. (Pranjoto 2021).

The results of the research above show that innovation and creativity have no significant negative effect on the green behavior of State University students in Banten Province, this is indicated by the p values ​​of the innovation and creativity variables greater than 0.05 (0.228> 0.05) and the value the t statistic 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 behavior.

**d. The Influence of Leadership on Green Behavior**

In general, leadership characteristics include various aspects, such as personality, skills, and values ​​possessed by a leader. These aspects underlie his ability to communicate well, self-confidence, the ability to make decisions, the courage to take risks, visionary leadership, the ability to motivate and lead teams, the ability to develop strategies, the ability to resolve conflicts, and the ability to build relationships. good with others.

Islam teaches that all humans are leaders who are responsible for their leadership. Leadership is very important, for the welfare of humanity, both on a small and large scale. Leadership in Islam does not only achieve organizational, institutional, corporate, or state goals but is also evidence of faith and devotion to Allah SWT. (Hamandia 2021). The leadership character that becomes the prototype is the values ​​contained in the characteristics Muhammad saw.

The results of the above research show that leadership has no significant negative effect on the green 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 t statistic value is smaller from 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 behavior.

**e. Effect of Work Ethics on Green Behavior**

Ethics and religion cannot be separated. Religion is a source of ethics. Humans make ethics the basis for the construction of life. Meanwhile, hard work in Arabic is called jahada, which means earnestly, namely efforts made in earnest to achieve maximum and quality results. (Kholis, 2017).

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). According to Putro (Hasanah 2019), the Islamic work ethic is a set of values ​​and beliefs originating from the Qur'an and Hadith that regulate work and hard work in accordance with Islamic law. Islamic work ethics can also be defined as a set of moral principles consisting of principles that distinguish what is right or wrong in Islam. There are at least five work ethics in Islam, namely sincerity, honesty, trustworthiness, brotherhood, and justice. Islamic work ethics emphasize cooperation, integrity, and social responsibility. Islam teaches that humans must help each other in goodness.

The results of the research above show that work ethics have a significant positive effect on the Green 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 t statistic is higher 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 behavior will be.

**E. CONCLUSION**

Based on the results of the research and discussion above, it can be concluded that awareness and work ethics have a positive and significant effect on the green behavior of state university students in Banten Province, while cooperation, leadership, innovation, and creativity have a negative and insignificant effect on the green behavior of university students. State University in Banten Province. And overall, the Green 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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