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Achieving Pro-Environmental Attitudes Through Integration Of Entrepreneurial Values In Professional Teacher Education Students

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ABSTRACT

Increased exploitation of nature and environmental damage are the sources of problems of biodiversity population in Indonesia. This phenomenon occurs with the role of integration of modern entrepreneurial values based on desires through pro-environmental education of Teacher Professional Education (PPG) students in Indonesia. This study aims to analyze the effect of integration of green entrepreneurial values through entrepreneurial organizations as mediation on pro-environmental behavior. The research approach used is a quantitative survey with a nonprobability sampling data collection method on 104 teacher professional education (PPG) students in Indonesia. Path model analysis using Structural Equation Modeling-Partial Least Squares (SEM-PLS). The results of the study showed a significant effect except for green leadership and green power management resources on pro-environmental behavior. In addition, the mediation of green entrepreneurial orientation also had an insignificant effect. These findings emphasize the urgency of the approach to integrating entrepreneurial values to increase pro-environmental behavior in teacher professional education (PPG) students as prospective professional teachers.

INTRODUCTION

Biodiversity in flora and fauna is Indonesia's identity as a country with an abundant natural population (Sari et al., 2024) but this fact turns out to be accompanied by the threat of Indonesia which is ranked sixth as a country with the highest extinction rate (Sieg & Dreesmann, 2021). The quality of management and conversion of natural resources that are increasingly declining and not based on the principle of sustainability are the causes of the environmental crisis (Febriani & Yunita, 2020), in addition to climate factors accelerating the extinction of interspecies ecosystems (Castillo-Huitrón et al., 2020). The anthropocentric view that views natural resources

as something that is easily exploited for individual interests dominates other causes of long-term damage (Schneiderhan-Opel & Bogner, 2021). The continuity of the above phenomena turns out to be continuous with the lack of environmental education (Zulkifli & Rachbini, 2022).

Formation in pro-environmental actions requires systematic efforts, an approach is needed through real education and learning (Zwagery et al., 2023) in order to increase individual sensitivity ((Ahmat et al., 2022) towards environmental sustainability (Noor et al., 2024). Pro-environmental efforts or green behavior (Azima & Yumna, 2022) are needed as an action to accommodate problems in the environment. (Pratama et al., 2024) especially in higher education (Haka et al., 2020) in teacher professional education in realizing professional teachers (Alshebami et al., 2024). This potential goes hand in hand with the gap in the form of a lack of pro-environmental education (Trasberg, 2024). This problem is triggered by the lack of environmental awareness from an early age (Aguir Bargaoui & Nouri, 2021).

Research by (Alshebami et al., 2024) shows a positive correlation between environmental awareness and an increase in the green economy which has an impact on reducing the number of poverty. The mechanism is related to the importance of the role of entrepreneurship in protecting ecology and social problems in a sustainable manner (Yi, 2021)**.** This context is in line with the role of higher education beyond classroom learning, higher education must encourage active participation of students in pro-environmental integration (Jusiuk, 2023). The idea of green entrepreneurship is a breakthrough as a practice of environmentally oriented entrepreneurial values (Yunikawati & Febrianti, 2024).

The model is recognized as a catalyst that can reduce environmental damage ((Yuan & Li, 2023) Previous research findings (Yuan & Li, 2023) revealed a significant influence of green human resources (Naz et al., 2023) and entrepreneurial orientation on the application of pro-environment in the business environment (Alherimi et al., 2024). However, discussions in the academic environment are not yet available. The urgent need for this initiated a renewal of research on pro-environmental behavior as an integration of entrepreneurial values for professional teacher education students in Indonesia. The purpose of this study focuses on the mediation of entrepreneurial orientation through the values of environmental commitment, green leadership, and the quality of green human resources on pro-environmental behavior in professional teacher education students to increase the pro-environmental concern of professional teacher education students as prospective professional teachers in the future.

LITERATURE REVIEW

Environmental Commitment

Environmental commitment is related to the psychological aspects of individuals in building relationships with the environment (Wang, 2016). This phenomenon is related to the theory of interdependence as a factor that influences the development of commitment. These psychological aspects include environmental dependence, empathy, growth of environmental commitment, and responsibility for the environment (Zsóka, 2007). Previous research has proven the influence of the complexity of environmental commitment on pro-environmental behavior through the mediation of green entrepreneurial orientation. This orientation includes individual concern for pro-environmental intentions and behavior (Rahman & Reynolds, 2016). Commitment will determine individual sacrifices for the environment, this is reflected in the integration of environmental commitment values of professional teacher education students which play a role in the individual's willingness to act or sacrifice for the environment (CheemaSadia et al., 2019) such as consumption of environmentally friendly products or adoption of sustainable practices. Based on the empirical findings, the following are the relevant hypotheses:

H1 = Environmental Commitment has a significant effect on Green Entrepreneurship Orientation
H2 = Environmental Commitment has a significant effect on Pro-Environmental Behavior

Green Leadership

Leadership is defined as the ability to influence others in achieving goals. Leadership is identical to the formation of a person's character and behavior (Yukl, 1999). A person's leadership style cannot be separated from the quality of intelligence (Singh et al., 2021) to the role of the organization in encouraging environmental innovation (Urbano et al., 2019) one of which is through the environmental sustainability of professional teacher education students on campus. In a pro-environmental context, green leadership plays a role in the application of environmental practices towards sustainability (Alherimi et al., 2024). These activities are implemented through transformational leadership characteristics that can inspire the practice of pro-environmental values.

Previous studies have highlighted the existence of a systematic interaction between environmental leadership and pro-environmental behavior (Afsar et al., 2018) in an organization both internally and externally (Molou, 2023). Examples of this application include solving environmental problems, managing conflicts, increasing awareness of environmental issues and environmental commitment. Other contexts of green leadership also influence the success of promoting sustainable practices in an organization in growing pro-environmental and sustainable culture (Ali Safari et al., 2018). The findings of the empirical research results above initiate the following alternative hypotheses:

H3 = Green Leadership has a significant effect on Green Entrepreneurial Orientation

H4 = Green Leadership has a significant effect on Pro-Environmental Behavior

Green Human Resource Management

Green human resource management is a concept that is directly related to sustainable environmental practices. It explicitly discusses the ecological impact on an organization. (Syed Abdul Rehman Khan et al., 200 C.E.) The significance of the discussion concept lies in the integration of environmental management practices into organizational operations, (Yong et al., 2020) one of which is in the example of the university environment, the implementation of green entrepreneurship values for professional teacher education students includes performance management, environmental training and development, and environmental coaching (Chacon & Janssen, 2020). The concept aims to create sustainable environmental management through the quality of human resources, (Khan et al., 2025), even several studies show a significant influence of the quality of green human resources on pro-environmental behavior (Li & Pilz, 2023). The findings above provide the following hypothesis results:

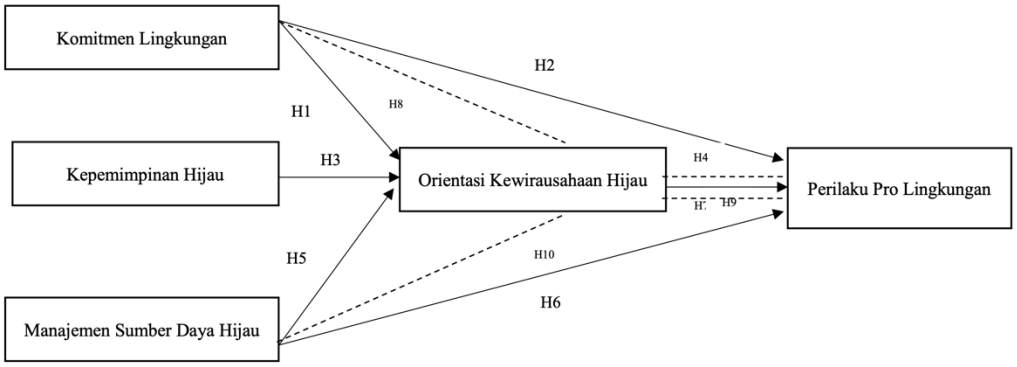
H5 = Green Resource Management has a significant effect on Green Entrepreneurial Orientation

H6 = Green Resource Management has a significant effect on Pro-Environmental Behavior

Entrepreneurial Orientation

Previous research studies focused on entrepreneurial orientation as part of innovation, resilience, and proactivity towards organizational behavior characterized by courage in utilizing opportunities (Maryani & Yuniarsih, 2022). This goal focuses on accelerating the fulfillment of market needs through product excellence innovation (Yusmini & Murdani, 2024). Green entrepreneurial orientation combines dimensions related to economic, social, and environmental aspects (Kinmene et al., 2023) to the global issues of an organization (Nguyen, 2020) The complexity of environmental issues requires solutions that lead to environmental innovation and other factors that influence green entrepreneurship (Robertson & Barling, 2015). Including one of them in professional teacher education students in the environment. Based on the explanation of the variables and indicators above, the following research framework can be described.

FIGURE 1. Research Framework



Source: : (Alherimi et al., 2024)

METHODS

This study is about increasing Pro-Environmental Behavior (PPL) mediated by Green Entrepreneurship Orientation (OKH) through Environmental Commitment (KL), Green Leadership (KH), and Green Human Resource Management (HRM). This study is a quantitative survey using SEM PLS SEM PLS (structural equation modeling - partial least square) path analysis techniques (Anwar et al., 2023) to Teacher Professional Education students in Central Java. The survey was conducted based on filling out a questionnaire containing five indicators (twenty-one items) through a Likert scale of 1-5 from the results of the adoption of research (Alherimi et al., 2024) as follows:

Table 1. Indicator of Variable

Variable	Indicator of Variable
Environmental Commitment	Environmental Commitment
	Environmental Sustainability Project
	Eco-Friendly Learning
	Eco-Friendly Contribution
	Eco-Care Attitude
Green Leadership	Green Leadership
	Eco-Friendly Supporting Facilities
	Green-Based Entrepreneurship Knowledge
	Environmental Sustainability Policy
	Resource Waste Reduction Activities
Green Human Resources	Environmentally Friendly Implementation Awards
	Environmentally Friendly Implementation Award Participation
	Environmentally Friendly Training
	Environmental Based PPG Student Recruitment Process
Green Entrepreneurship Orientation	Environmentally Friendly Learning Activity

	Innovation
	Enthusiastic Sustainability Learning Ideas
	Proactive Environmental Solutions on Campus
	Campus Environmental Sustainability
	Sustainability Program Resilience
	Encourage Adoption of Environmental Practices
Pro-Environmental Behavior	Environmentally Based Learning Materials and Media
	Utilization of Green Energy Environment
	Environmental Role Models for Students During PLP
	Sustainability Values in Learning
	Environmental-Based Learning Outcomes

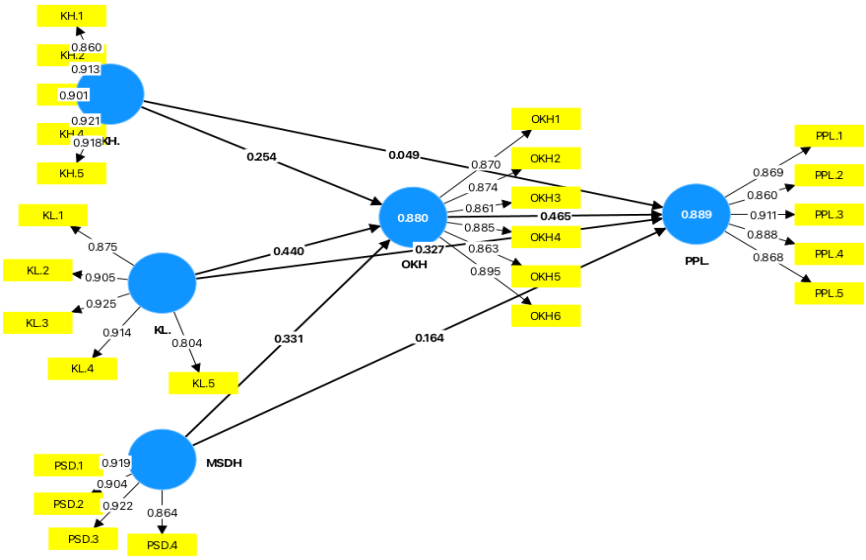
Source: (Alherimi et al., 2024)

This study has a rule of thumb for testing the outer model as a validity test model with criteria > 0.70, AVE > 0.60, Discriminant > 0.70, and Reliability > 0.7. While the inner model value has R Square criteria: 0.70 (strong), 0.50 (moderate), and 0.25 (weak), Effect 0.35 (strong), 0.15 (moderate), and 0.02 (weak), and Validity Test with criteria 1.65 (significant 10%), > 1.96 (significant 5%), and > 2.58 (significant 1%).

RESULTS

The outer model test consists of convergent validity, discriminant validity, and reliability (Latan & Ghozali, 2020) as follows:

Figure 1. The Outer Model Result



The image above displays all indicators of each variable with valid values, based on the results of the validity test, the indicators above have a value of >0.7. The next step is to carry out the validity test process through the loading factor parameters as follows:

Table 2. Loading Factor Validities

Variable	Indicators	Correlation Coofesition	Detail
Green Commitment	KH.1	0.860	Valid
	KH.2	0.913	Valid
	KH.3	0.901	Valid
	KH.4	0.921	Valid
	KH.5	0.918	Valid
Environmental Leadership	KL.1	0.875	Valid
	KL.2	0.905	Valid
	KL.3	0.925	Valid
	KL.4	0.914	Valid
	KL.5	0.804	Valid
Green Human Resources	MSDH.1	0.919	Valid
	MSDH.2	0.904	Valid
	MSDH.3	0.922	Valid
	MSDH.4	0.864	Valid
Green Entrepreneur Orientation	OKH.1	0.870	Valid
	OKH.2	0.874	Valid
	OKH.3	0.861	Valid
	OKH.4	0.885	Valid
	OKH.5	0.863	Valid
	OKH.6	0.895	Valid
Pro Environmental Behavior	PPL.1	0.869	Valid
	PPL.2	0.860	Valid
	PPL.3	0.911	Valid
	PPL.4	0.888	Valid

Source : Processed Primary Data on 2025

Based on the results of the validity test with the AVE parameter, it shows that all variables in the related indicators have valid values or with a total of > 0.60 as follows:

Table 3. AVE Extracted

Construct	Average Extracted (AVE)	Details
Environmental Commitment	0.816	Valid
Environmental Leadership	0.784	Valid
Green Human Resources	0.815	Valid
Green Entrepreneur Orientation	0.765	Valid
Pro Environmental Behavior	0.773	Valid

Source: Processed Primary Data on 2025

The table above affects the validity of the discriminant below, so the root value in the AVE of each variable > correlation between the construct and other constructs so that the attached discriminant is stated to be valid as follows:

Table 4. Discriminant Validities

	GC	EL	GHR	GEO	PEB
GC	**0.903**				
EL	0.814	**0.886**			
GHR	0.847	0.641	**0.903**		
GEO	0.893	0.860	0.829	**0.875**	
PEB	0.869	0.871	0.800	0.9.25	**0.879**

Source : Processed Primary Data on 2025

The table below indicates the values of Cronbach's Alpha and Composite Reliability above > 0.70 so that all variables are declared valid and reliable as follows:

Table 5. Realibilities Validities

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
GC	0.943	0.944	0.957	0.816
EL	0.930	0.933	0.948	0.784
GHR	0.924	0.926	0.946	0.815
GEO	0.938	0.939	0.951	0.765
PEB	0.926	0.927	0.944	0.773

Source: Processed Primary Data on 2025

The adjusted R-Square results show that the Green Entrepreneurship Orientation variable is 0.876, clarifying the Green Leadership, Environmental Commitment, and Green Resource Management variables towards Green Entrepreneurship Orientation by 8.76% so that the variable is considered strong. While the Pro-Environmental Behavior variable is 0.884, clarifying the Green Leadership, Environmental Commitment, Green Resource Management, and Green Entrepreneurship Orientation variables towards Pro-Environmental Behavior by 8.84% so that the variable is considered strong as follows:

Table 6. R-Square Values

	R-square	R-square adjusted
OKH	0.880	**0.876**
PPL	0.889	**0.884**

Table 7. Effect Size

	GH	EL	GHR	GEO	PEB
GC				0.085	0.003
EL				0.530	0.206
GHR				0.252	0.053
GEO					0.233
PEB					

Source: Processed Primary Data on 2025

The following is an explanation of the results of the table calculations above:

1. The influence of Green Commitment on Green Entrepreneurship Orientation of 0.085 is considered weak.
2. The influence of Green Commitment on Pro-Environmental Behavior of 0.03 is considered weak.

3. The influence of Environmental Leadership on Green Entrepreneurship Orientation of 0.530 is considered strong.
4. The influence of Environmental Leadership on Pro-Environmental Behavior of 0.206 is considered strong.
5. The influence of Human Resource Management with Green Entrepreneurship Orientation of 0.252 is considered strong.
6. The influence of Green Entrepreneurship Orientation on Pro-Environmental Behavior of 0.053 is considered weak.

Table 8. Hypothesis

Path	Path Coffcient	T Statistic	P Values
Green Leadership -> Gren Entrepreneur Orientation	0.254	2.529	0.011
Green Leadership -> Pro Environmental Behavior	0.049	0.378	0.705
Environmental Commitment -> Green Entrepreneur Orientation	0.440	6.424	0.000
Environmental Commitment -> Pro Environmental Behavior	0.327	3.816	0.000
Green Human Resource -> Green Entrepreneur Orientation	0.331	4.244	0.000
Green Human Resource -> Pro Environmental Behavior	0.164	1.911	0.056
Green Entrepreneur Orientation -> Pr Environmental Behavior	0.465	4.282	0.000
Green Leadership -> Green Entrepreneur Orientation -> Pro Environmental Behavior	0.118	2.084	0.037
Environmental Commitment -> Green Entrepreneur Orientation -> Pro Environmental Behavior	0.205	3.811	0.000
Green Human Resource -> Green Entrepreneur Behavior -> Pro Environmental Behavior	0.154	3.034	0.002

Based on the results of the hypothesis test below, the explanation is as follows:

1. Green leadership towards green entrepreneurial orientation with a p value of 0.011 <0.05 is accepted so that leadership has an effect on green entrepreneurial orientation.
2. Green leadership towards pro-environmental behavior with a p value of 0.705> 0.05 is rejected so that it does not affect pro-environmental behavior.
3. Environmental commitment towards green entrepreneurial orientation with a p value of 0.000 <0.05 is accepted so that it affects green entrepreneurial orientation.
4. Environmental commitment towards pro-environmental behavior with a p value of 0.000 <0.05 is accepted so that it affects pro-environmental behavior.
5. Green human resource management towards green entrepreneurial orientation with a p value of 0.000 <0.05 is accepted so that it affects green entrepreneurial orientation.
6. Green human resource management towards pro-environmental behavior with a p value of 0.056 > 0.05 is rejected so that it does not affect pro-environmental behavior.
7. Green entrepreneurial orientation towards pro-environmental behavior with a p value of 0.000 < 0.05 is accepted so that it affects pro-environmental behavior.
8. Green entrepreneurial orientation mediates green leadership with pro-environmental behavior with a p value of 0.037 < 0.05, therefore accepted.
9. Green entrepreneurial orientation mediates environmental commitment with pro-environmental behavior with a p value of 0.000 < 0.05, therefore accepted.
10. Green entrepreneurial orientation mediates green resource management with pro-environmental behavior with a p value of 0.002 < 0.05, therefore accepted.

Table 9. AVE Square

Variable	AVE	R-square
Green Leadership	0.816	
Environmental Commitment	0.784	
Green Human Resource	0.815	
Green Entrepreneur Behavior	0.765	0.876
Pro Environmental Behavior	0.773	0.884
Average	0.549	0.611

Source : Processed Primary Data on 2025

GOF Value = $\sqrt{AVE\ Average\ x\ RSquare\ Average}$

GOF Value = $\sqrt{0.773\ x\ 0.611}$

GOF Value = 0.579

DISCUSSION

Based on the results of the data analysis above, it is generally proven that there is a significant influence of independent variables on the value of entrepreneurial integration towards the formation of pro-environmental behavior of professional teacher education students in Central Java. The results of the study revealed that commitment reflects individual environmental awareness of environmental issues and contributes through encouragement of pro-environmental behavior. Not only that, but the mediating role of entrepreneurial orientation is also strong between variables ranging from environmental commitment (0.037), green leadership (0.000), and the quality of green resource management (0.002) towards supporting pro-environmental behavior. This is a strategic step in increasing environmental awareness and action for Professional Teacher Education Students. This study has a good model quality, namely R-Square 0.876 on the green entrepreneurial orientation variable and 0.884 on pro-environmental behavior. This phenomenon can clarify variance through dependent variables that have relevant values. Other results also show GoF with a value of 0.579 as a model of suitability and a high indication of the relationship between variables that have effective values.

However, there is a gap in research results that show no significant effect between green leadership and pro-environmental behavior, thus indicating that the leadership value on pro-environmental behavior is not strong enough. (Prasetyo et al., 2024). Although the green leadership value towards green entrepreneurship orientation is quite strong, indicating that the integration of green entrepreneurship values is still limited to orientation alone, not direct behavioral change or pro-environmental behavior (Saptaria & Sopiah, 2021). Green Human Resources is the second variable that does not significantly influence pro-environmental behavior, but has a direct effect on green entrepreneurship orientation. This indicates that the green resource management strategy is more effective if the output is orientation before leading to pro-environmental behavioral change (Saptaria & Sopiah, 2021). This gap indicates the need for ideal approaches such as the creation of a sustainability-based curriculum, environmental training programs, or providing rewards to PPG students to balance direct support for pro-environmental behavior.

CONCLUSION

Based on the results of the study above, the author highlights the importance of integrating green entrepreneurship values among professional teacher education (PPG) students in Central Java towards the development of pro-environmental behavioral values. This study uses a quantitative approach based on SEM-PLS path analysis and successfully shows that entrepreneurial orientation variables have a significant effect as mediators of environmental commitment, green leadership, and green resources on pro-environmental behavior. This study collaborates the results of the adoption of the conceptual framework and indicators of previous research, with novelty or updates on the mediator variables and implications in the educational field for professional teacher education or pre-service students. This research is a new novelty from the application of the previous researcher's framework of thought in the company employee environment, while this researcher comes from a teacher education profession student (pre-service).

Other results show a significant influence between independent variables on dependent variables through entrepreneurial orientation mediation. However, there are two variables that do not have a significant effect, namely green leadership on pro-environmental behavior with a p value of 0.705 and green resource management on pro-environmental behavior with a p value of 0.056. The gap above shows that green leadership and human resources only affect green entrepreneurship orientation, not pro-environmental behavior. This is a new finding to further improve the integration of sustainability values in the curriculum of professional teacher education students, as well as a multidimensional approach to encouraging awareness in the environment of prospective educators. This study provides recommendations for strengthening green entrepreneurship-based education programs to the implementation of environmentally oriented education projects to create professional teacher characters who do not only focus on pedagogical competence but also on aspects of environmental sustainability. Other research findings also highlight the integration of sustainability-based entrepreneurial values as a new finding, going beyond traditional entrepreneurship which only focuses on the profit aspect of the business.

This study provides recommendations for strengthening sustainability-based programs so that PPG students as prospective professional teachers not only have pedagogical competence but also commitment and renewal towards environmental sustainability, both inspiring themselves and for students and schools. Not only that, there are new recommendations for policy makers in creating program designs, curricula, or modules that do not only focus on academic success but also balance character to pro-environmental actions.

LIMITATION

The limitations of this study only focus on the influence of pro-environmental behavior from the integration of predetermined entrepreneurial values, of course this will be different if using different scopes, methods, and research objects.

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