The Influence of University Student's Environmental Awareness and Attitudes on the Achievement of the SDGs

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Abstract. This study is motivated by the urgency of achieving the Sustainable Development Goals (SDGs), which require the active participation of the younger generation, especially students, as agents of sustainable change. Low environmental literacy and green entrepreneurship behavior pose challenges in encouraging student contributions to SDG implementation. Therefore, this study aims to analyze the influence of environmental knowledge and attitudes toward the environment on support for SDG achievement, with green entrepreneurship behavior as a mediating variable. This study uses a quantitative method with a Partial Least Square (PLS) approach through the SmartPLS 4.0 application. Data were obtained through an online questionnaire distributed to 274 students at Maarif Hasyim Latif University, after the research instrument was tested for validity and reliability using SPSS version 31 with highly reliable results (Cronbach Alpha 0.944). The R-square value for the green entrepreneurship behavior variable was 0.482 (moderate category) and for the support for SDGs variable was 0.673 (strong category). The results showed that environmental knowledge had a significant effect on green entrepreneurship behavior and support for achieving SDGs, while attitudes toward the environment did not have a significant effect on either variable. Furthermore, green entrepreneurship behavior proved to be a strong and significant mediating variable in increasing support for SDGs. These findings emphasize the importance of strengthening environmental literacy and fostering green entrepreneurship in higher education to encourage student's role in realizing sustainable development.

Keywords: *Attitudes, Entrepreneurship, Environmental Knowledge, Green Entrepreneurship, SDGs*

Abstract. Penelitian ini dilatarbelakangi oleh urgensi pencapaian Sustainable Development Goals (SDGs) yang menuntut peran aktif generasi muda, khususnya mahasiswa, sebagai agen perubahan berkelanjutan. Rendahnya literasi lingkungan dan perilaku kewirausahaan hijau menjadi tantangan dalam mendorong kontribusi mahasiswa terhadap implementasi SDGs. Oleh karena itu, penelitian ini bertujuan untuk menganalisis pengaruh pengetahuan lingkungan dan sikap terhadap lingkungan terhadap dukungan pencapaian SDGs, dengan perilaku green entrepreneurship sebagai variabel mediasi. Penelitian ini menggunakan metode kuantitatif dengan pendekatan Partial Least Square (PLS) melalui aplikasi SmartPLS 4.0. Data diperoleh melalui penyebaran kuesioner daring kepada 274 mahasiswa Universitas Maarif Hasyim Latif, setelah instrumen penelitian diuji validitas dan reliabilitasnya menggunakan SPSS versi 31 dengan hasil yang sangat reliabel (Cronbach Alpha 0,944). Nilai R-square untuk variabel perilaku kewirausahaan hijau sebesar 0,482 (kategori sedang) dan untuk variabel dukungan terhadap SDGs sebesar 0,673 (kategori kuat). Hasil penelitian

menunjukkan bahwa pengetahuan lingkungan berpengaruh signifikan terhadap perilaku *green entrepreneurship* dan dukungan pencapaian SDGs, sedangkan sikap terhadap lingkungan tidak berpengaruh signifikan pada kedua variabel tersebut. Selain itu, perilaku *green entrepreneurship* terbukti menjadi variabel mediasi yang kuat dan signifikan dalam meningkatkan dukungan terhadap SDGs. Temuan ini menegaskan pentingnya penguatan literasi lingkungan serta pembinaan kewirausahaan hijau di lingkungan perguruan tinggi untuk mendorong peran mahasiswa dalam mewujudkan pembangunan berkelanjutan.

Keywords: *Kewirausahaan, Kewirausahaan Hijau, Pengetahuan Lingkungan, Sdgs, Sikap*

INTRODUCTION

Sustainable development has now become a global issue that demands the active participation of all elements of society, including the younger generation and university academics. In this context, the Sustainable Development Goals (SDGs), launched by the United Nations (UN) in 2015, have become the primary reference for member countries, including Indonesia, to implement comprehensive, equitable, and environmentally sound development. The SDGs contain 17 goals with 169 targets covering economic, social, environmental, and governance aspects (Iskandar, 2020). The implementation of the SDGs in Indonesia is not merely about fulfilling a global agenda, but also a strategic necessity to address domestic challenges, such as high unemployment, environmental degradation, economic inequality, and low human resource competitiveness (Hutajulu et al., 2024). The Indonesian government has designated superior human resource development as a national priority, as only with superior human resources can Indonesia compete in the era of globalization and the industrial revolution 4.0. The role of students as agents of change is crucial. Students are seen not only as the nation's future leaders, but also as innovators and problem solvers capable of addressing future challenges. Armed with knowledge, skills, and creativity, students can make a real contribution to achieving the SDGs, particularly through entrepreneurship. Green entrepreneurship can be a sustainable development strategy because it integrates economic and environmental aspects (Siahaya, 2024).

Entrepreneurship has long been recognized as a driving force of the economy (Khamimah, 2021). For instance, in the development economics of the Asia and Pacific (AP) region, more than 98% of economies were classified as micro, small, and medium-sized enterprises (MSMEs), with more than half of economies, including Indonesia, holding a shre of more than 99% (Tambunan, 2023). The development of micro, small, and medium enterprises (MSMEs) in Indonesia is concrete evidence that entrepreneurship can create jobs, reduce unemployment, and improve public welfare. However, behind this economic growth, there are negative impacts such as increased energy consumption, environmental pollution, and overexploitation of natural resources. Therefore, the concept of green entrepreneurship emerged, a model of entrepreneurship that is oriented not only toward economic profit but also considers environmental sustainability and social benefits (Pradana & Parwati, 2023). Green entrepreneurship emphasizes innovation in products, services, and business processes that are environmentally friendly, efficient in resource use, and support ecosystem sustainability. In other words, green entrepreneurship prioritizes the triple bottom line: people (society), planet (environment), and profit (economy). Green entrepreneurship is often driven by the personal values of entrepreneurs who care about environmental issues (Prapti et al., 2020).

College students have extraordinary potential to develop green entrepreneurship (Anisah & Wandary, 2015). As a relatively young, adaptive, and open group to change, students are able to absorb the latest knowledge, master digital technology, and possess a high sense of idealism. Within the university environment, students receive various supporting facilities such as business incubators, access to research funding, lecturer guidance, and partnership networks with

government and industry. By leveraging the campus ecosystem, students can begin green business experiments early on, whether through academic projects, student entrepreneurship programs, or student activities.

The role of students in green entrepreneurship is also crucial for developing superior human resources (Meliani & Panduwinata, 2022). Research shows a positive correlation between green entrepreneurial orientation and green economic behavior among students (Mursyidah et al., 2024). Another study shows that green entrepreneurial intention is directly influenced by green economics and green entrepreneurial orientation, and green entrepreneurial orientation forms mediation (Nuringsih et al., 2022). Knowledge and attitude towards the environment are the dominant variables that influence the intention to purchase environmentally friendly products (Adil, 2015). Several studies show that knowledge and attitudes toward the environment still lead to the intention to purchase environmentally friendly products and have not yet led to the formation of green entrepreneurial character and the achievement of SDGs. It is hoped that through direct involvement in green business development, students not only develop managerial and entrepreneurial skills but also foster social awareness and environmental responsibility. Therefore, research on student's environmental knowledge and attitudes toward the environment is needed to determine whether these influence green entrepreneurial behavior to support the achievement of the SDGs. Therefore, it is hoped that green entrepreneurship will become the basis for academic, practical, and policy strategies to support the achievement of the SDGs in Indonesia.

RESEARCH METHODS

This research begins with problem identification, including background, problem formulation, research objectives, and determining the method used. This is followed by the formulation of hypotheses based on theory and previous research. The hypotheses used in this study can be seen in Figure 1.
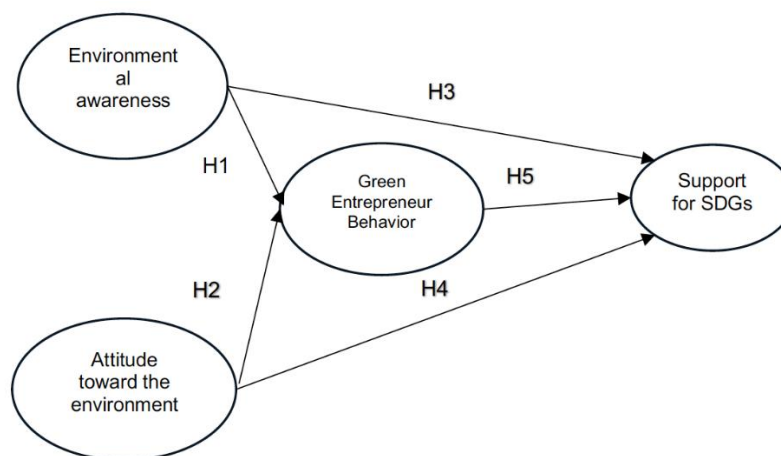

Figure 1. Hypothesis used

The hypothesis in this study is as follows:
  H1   :   Knowledge about the environment influences green entrepreneurship behavior.
  H2   :   Attitudes towards the environment influence green entrepreneurship behavior.
  H3   :   Environmental knowledge influences support for achieving the SDGs.
  H4   :   Attitudes towards the environment influence support for achieving the SDGs.
  H5   :   Green entrepreneurship behavior influences support for achieving SDGs.

After the hypothesis formulation stage, data collection was carried out using a questionnaire with a Likert scale which was distributed to respondents, namely students of the University Maarif Hasyim Latif, with a sample size of 274 students from a population of 1,870 students. To determine the sample in this study, the Krejcie-Morgan Table was used. The Krejcie-Morgan Table is a method for determining the population and sample in a table (Aryani & Utami, 2025). The questionnaire was distributed online via Google Forms, which had previously undergone validity and reliability testing to determine the appropriateness of each statement. After data collection, data analysis was conducted using SmartPLS 4.0 and interpretation of the research results was carried out. The final stage was drawing conclusions, answering the problem formulation, and providing suggestions for further research.

RESULTS AND DISCUSSION

In the study, a research instrument test was conducted first before the questionnaire was actually distributed to respondents using the Product Moment Correlation and a reliability test using the Cronbach Alpha formula. Respondents consisted of students with a composition of 55.2% female and 44.8% male, who came from semester 1 (26.5%), semester 3 (27.6%), semester 5 (29%), semester 7 (16.5%), and semester 9 (0.4%). According to Yolanda & Tezar (2025) validity testing was conducted using 30 respondents so that the test results would approximate a normal curve. The researcher conducted a research instrument test on 30 trial samples and calculations were carried out using SPSS Version 31. The results of the validity test can be seen in Table 1.

Table 1. Validity Test Results

Variables	Item	Sig.	Results
Knowledge about the Environment	X11	0.001	Valid
	X12	0.001	Valid
	X13	0.012	Valid
	X14	0.026	Valid
	X15	0.001	Valid
Attitudes towards the Environment	X21	0.001	Valid
	X22	0.001	Valid
	X23	0.001	Valid
	X24	0.024	Valid
	X25	0.001	Valid
Green Entrepreneurship Behavior	Y11	0.001	Valid
	Y12	0.001	Valid
	Y13	0.001	Valid
	Y14	0.001	Valid
	Y15	0.001	Valid
Support for SDGs Achievement	Y21	0.001	Valid
	Y22	0.001	Valid
	Y23	0.001	Valid
	Y24	0.001	Valid
	Y25	0.001	Valid

Source: results of data processing elaboration

Based on the test results in Table 1 above, all statement items for each variable were declared valid because the sig. value was <0.05, so all items could be used for data collection. The results of the reliability test can be seen in Table 2.

Table 2. Reliability test results

Cronbach Alpha	N of items
0.944	20

Based on Table 2, the results of the reliability test show that all variables have a Cronbach Alpha value > 0.60, thus being declared reliable. After the research instrument testing stage, the data collection stage was carried out by distributing questionnaires to research respondents. The research data was obtained and then analyzed using SmartPLS 4.0. The results of the data analysis in this study are as follows:

1. Measurement Model Test Results (Outer Model).

The measurement model, or outer model, defines the relationship between latent variables and each indicator block. Evaluation of a reflective measurement model is carried out through construct validity (convergent validity, discriminant validity) and reliability (Amiruddien et al., 2021). Convergent validity values are shown in Table 3 below.

Table 3. Convergent Validity Values.

Variables	Indicator	Outer Loading	AVE	Results
Knowledge about the Environment	X11	0.700	0.719	Valid
	X12	0.814		Valid
	X13	0.597		Valid
	X14	0.642		Valid
	X15	0.815		Valid
Attitudes towards the Environment	X21	0.813	0.753	Valid
	X22	0.776		Valid
	X23	0.806		Valid
	X24	0.587		Valid
	X25	0.762		Valid
Green Entrepreneurship Behavior	Y11	0.807	0.799	Valid
	Y12	0.789		Valid
	Y13	0.809		Valid
	Y14	0.788		Valid
	Y15	0.803		Valid
Support for SDGs Achievement	Y21	0.729	0.840	Valid
	Y22	0.853		Valid
	Y23	0.874		Valid
	Y24	0.870		Valid
	Y25	0.867		Valid

Based on Table 3 above, it can be concluded that each indicator except indicators X13, X14, X24 has an outer loading value > 0.70, which means it has a high validity value considered sufficient to meet the requirements of convergent validity. An outer loading value between 0.5-0.6 is considered sufficient to meet the requirements of convergent validity (Manullang & Mesra, 2024). Therefore, indicators X13, X14, X24 can be said to be valid. The AVE value of all indicators has a value above 0.5, so convergent validity is met. The discriminant validity value can be seen in Table 4 below.

Table 4. AVE Value and AVE Root Value (Discriminant Validity)

Variables	AVE	√AVE	Note:
Knowledge about the Environment	0.719	0.847	Valid
Attitudes towards the Environment	0.753	0.867	Valid
Green Entrepreneurship Behavior	0.799	0.893	Valid
Support for SDGs Achievement	0.840	0.916	Valid

Based on the data in Table 4, it can be seen that the AVE root for all constructs is higher than the correlation between the constructs and other latent variables. Therefore, all variables in this study have good discriminant validity. The results of the reliability test can be seen in Table 5 below.

Table 5. Reliability Test

Variables	Cronbach Alpha	Composite Reliability	Note:
Knowledge about the Environment	0.813	0.866	Reliable
Attitudes towards the Environment	0.772	0.841	Reliable
Green Entrepreneurship Behavior	0.859	0.898	Reliable
Support for SDGs Achievement	0.895	0.923	Reliable

The results in Table 5 above show that the Cronbach's Alpha value for all constructs is greater than 0.6, and the Composite Reliability value for all constructs is greater than 0.7. Therefore, it can be concluded that all constructs in this study are reliable.

2. Structural Model Test Results (Inner Model)

After the Outer Model test, the Inner Model test was continued. The structural model, or Inner Model, shows the predicted (estimated) relationships between latent variables in the research model (Amiruddien et al., 2021). The results of the inner model can be seen in Figure 2.
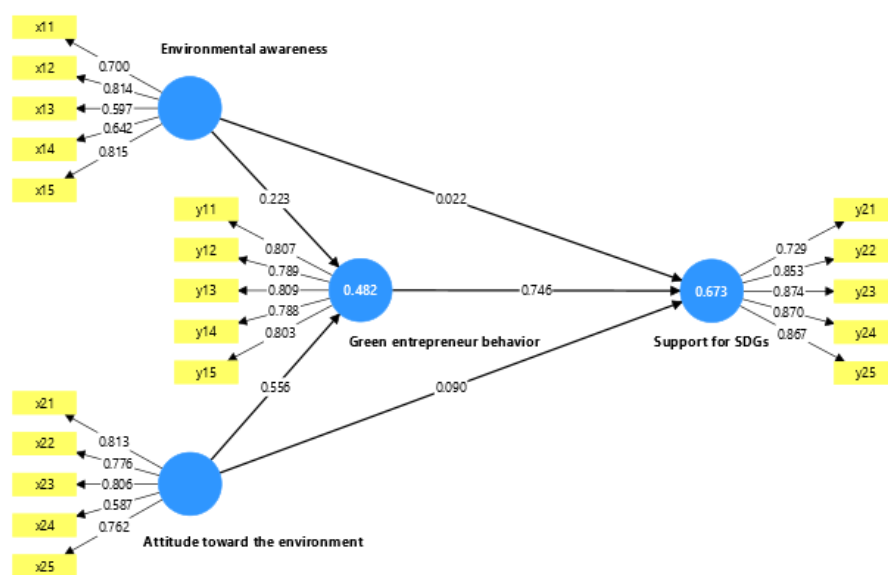
Figure 2. Inner Model Results (R-Square)

In assessing a structural model using PLS, we begin by examining the R-squared value for each endogenous latent variable as a measure of the model's predictive power. The R-squared values can be seen in Table 6 below.

Table 6. R-Square Value

Variables	R-Square	R-Square Adjusted	Information
Green Entrepreneur Behavior	0.482	0.478	Currently
Support to SDGs	0.673	0.670	Strong

Based on Figure 2 and Table 6 above, it can be concluded that the Green Entrepreneur Behavior variable has an R-square of 0.482, which is in the moderate category. Meanwhile, the Support to SDGs variable has an R-square of 0.673, also in the moderate category, meaning this variable's capability is 67.3%. Therefore, it can be concluded that the model is considered strong. Next, the F-square value is used to determine changes in the R-square value of the endogenous

construct. Changes in the R2 value will indicate whether the exogenous construct has a substantive influence on the endogenous construct. The F-square values can be seen in Table 7.

Table 7. F-Square Value

Code	ATE	EA	GEB	SS
ATE	-	-	0.447	0.013
EA	-	-	0.072	0.001
GEB	-	-	-	0.883
SS	-	-	-	-

Information: ATE: Attitude toward Environment, EA: Environmental Awareness, GEB: Green Entrepreneurship, SS: Support to SDGs.

Based on table 7, the influence of environmental behavior on Green Entrepreneur Behavior is 0.447, so the influence of environmental behavior on Green Entrepreneur Behavior is considered strong. The influence of environmental behavior on support for SDGs is 0.013, so the influence of environmental behavior on support for SDGs is considered weak. The influence of Entrepreneur awareness on Green Entrepreneur Behavior is 0.072, so the influence of Entrepreneur awareness on Green Entrepreneur Behavior is considered weak. The influence of Entrepreneur awareness on support to SDGs is 0.001, so the influence of Entrepreneur awareness on support to SDGs is considered weak.

3. Hypothesis Test Results

Hypothesis testing aims to address the research questions. The analysis was conducted using the bootstrapping method. The results of the research hypothesis testing are presented in Table 8.

Table 8. Hypothesis Test Results.

Hypothesis	The path from	To	T-statistics	P.Value	Results
H1	EA	GEB	9,028	0.000	Accepted
H2	ATE	GEB	1,471	0.141	Rejected
H3	EA	SS	3,330	0.001	Accepted
H4	EA	SS	0.430	0.667	Rejected
H5	GEB	SS	13,002	0.000	Accepted

Information: ATE: Attitude toward Environment, EA: Environmental Awareness, GEB: Green Entrepreneurship, SS: Support to SDGs.

Based on the results of the hypothesis testing shown in Table 8, it can be seen that there are 3 accepted hypotheses with a P value smaller than the alpha value of 0.05 such as H1, H3, and H5. On table 8, it can be seen that knowledge about the environment has a significant influence on green entrepreneurship behavior with a P value of 0.000, so **H1: Environmental knowledge influences green entrepreneurship behavior is accepted.** These results are in line with research that environmental awareness has a significant impact on the decision to become an ecopreneur (Purba et al., 2025). These results are in line with research which shows that Green Knowledge has a significant effect on green entrepreneurial orientation (Baquero, 2025). It can be seen that attitudes towards the environment do not have a significant influence on green entrepreneurship behavior with a P value of 0.141, so **H2: Attitudes towards the environment influence green entrepreneurship behavior is rejected**. These results are inconsistent with research showing that environmental awareness has a positive indirect effect on responsibility attribution and the intention to adopt green entrepreneurial behavior (Borkhani et al., 2025). These results are consistent with studies showing that attitudes are not proven to be a factor influencing environmentally friendly intentions, either directly or as a mediator (Agung et al., 2025), These results are inconsistent with studies showing that environmental attitudes positively influence pro-environmental behavior (Mendes et al., 2025).

Based on table 8, it can be seen that knowledge about the environment has a significant influence on support for achieving SDGs with a P value of 0.001 so **H3: Environmental knowledge influences support for achieving the SDGs is accepted**. These results are in line with research showing that an increase in student's understanding of SDGs and pro-environmental behavior (Al Husban, 2025). These results are also in line with research showing that there is integration between SDG achievement and student's knowledge of the environment and SDGs (Avelar et al., 2025). It can be seen that attitudes towards the environment do not have a significant influence on support for achieving SDGs with a P value of 0.667 so **H4: Attitudes towards the environment influence support to the achievement of SDGs is rejected**. These results are not in line with research showing that there is a relationship between environmentally friendly attitudes and the achievement of SDGs (Rosyidah, 2025) and research shows that the aspect of student's environmentally friendly attitudes has an impact on the achievement of SDGs (Yuliasih & Gunansyah, 2025). Based on table 8, it can be seen that green entrepreneurship behavior has a significant influence on support for achieving SDGs with a P value of 0.000 so **H5: Green entrepreneurship behavior influences support for achieving SDGs is accepted**. These results are consistent with research showing that effective green entrepreneurship models, which integrate economic, environmental, and social values, contribute to the achievement of sustainable development goals (Alhafidz, 2025).

CONCLUSION

Based on the results of the hypothesis testing of the 5 hypotheses proposed, 3 hypotheses were accepted and 2 hypotheses were rejected, namely that the attitude variable towards the environment did not have a significant influence on green entrepreneurship behavior and support for achieving SDGs. The value obtained in the R-square statistical test for the Support to SDGs variable was 67.8%, indicating that support for achieving SDGs is very strong from students. This study still has many shortcomings because the object of this study is limited to students only, while support for achieving SDGs requires the support of many people so that maximum results. These findings also open up opportunities for more in-depth follow-up research. Further research could explore other factors that may influence the conversion of attitudes into actions, such as social norms, environmental values, behavioral intentions, self-efficacy, and institutional support from universities. In addition, expanding the research object to the MSME sector, community, or across universities will provide a more comprehensive picture of green entrepreneurial behavior in the national context. Longitudinal approaches, sustainable education intervention experiments, and mapping the direct contribution of green entrepreneurship to quantitative SDG indicators are also very promising research directions to be developed.

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