

Entrepreneurship Education and Green Economy Literacy as Determinants of Sustainable Entrepreneurial Intention: The Mediating Role of Self-Efficacy

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Abstract: This study aims to examine the effects of entrepreneurship education and green economy literacy on sustainable entrepreneurial intention, with self-efficacy as a mediating variable. A quantitative approach was employed using purposive sampling involving 128 university students in Jakarta who had completed or were enrolled in entrepreneurship courses. Data were collected using multi-item instruments adapted from previous entrepreneurship and sustainability studies and measured on a five-point Likert scale. Measurement adequacy was established through outer loadings ≥ 0.70 , AVE ≥ 0.50 , Cronbach's Alpha and Composite Reliability ≥ 0.70 , and the Fornell–Larcker criterion. Data were analyzed using SEM-PLS with 5,000 bootstrap resamples. The results show that entrepreneurship education ($\beta = 0.381$) and green economy literacy ($\beta = 0.426$) significantly enhance self-efficacy, while self-efficacy significantly increases sustainable entrepreneurial intention ($\beta = 0.548$). Self-efficacy significantly mediates the relationships between entrepreneurship education, green economy literacy, and sustainable entrepreneurial intention ($\beta = 0.222$, $p < 0.001$). Universities should embed green literacy into entrepreneurship curricula through sustainability case studies, green business projects, and incubation and mentoring activities designed to provide practical mastery experiences and strengthen students' self-efficacy for sustainable entrepreneurship.

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Introduction

In the current era of sustainable development, economic development is increasingly expected to balance economic, social, and environmental dimensions. Global challenges such as climate change, environmental pollution, declining natural resources, and social inequality have encouraged countries to adopt more sustainable development models (Ahmadi et al., 2026). Consequently, sustainable entrepreneurship has gained importance by integrating economic objectives with social and environmental responsibilities. At the same time, the development of the green economy has created new opportunities for sustainability-oriented businesses, particularly among young people. By promoting resource efficiency, reducing carbon emissions, and protecting the environment (Yuyang, 2024), the green economy has opened opportunities in areas such as renewable energy, waste management, organic

agriculture, and environmentally friendly products. These developments position university students as an important group in developing entrepreneurial solutions to emerging environmental and social challenges.

Globally, sustainable entrepreneurship is increasingly recognized as an important pathway toward achieving the Sustainable Development Goals (SDGs), yet many individuals remain reluctant to pursue entrepreneurship. The Global Entrepreneurship Monitor reported that 49% of the world's adult population in 2024 were reluctant to start a business because of fear of failure, compared with 44% in 2019 (GEM, 2025). In Indonesia, efforts to promote sustainable entrepreneurship have expanded through programs such as Merdeka Belajar–Kampus Merdeka (MBKM), which has involved approximately 177,000 students from 1,150 universities (Habibah, 2023). Nevertheless, the national entrepreneurship ratio remains around 3.3% (Deny, 2024), while 87.81% of Indonesian MSMEs have not adopted green business practices (Shofihawa, 2025). These conditions suggest that entrepreneurship education and environmental awareness alone may not be sufficient to encourage sustainable entrepreneurial intention, emphasizing the importance of self-efficacy in translating entrepreneurial and sustainability-related knowledge into the intention to pursue sustainable business ventures.

One factor believed to influence sustainable entrepreneurial intention is entrepreneurship education, which is designed to enhance students' knowledge, skills, and awareness of entrepreneurial activities, including opportunity identification, business model development, risk management, and innovation creation. Numerous studies have shown that entrepreneurship education can increase students' interest in entrepreneurship by providing the competencies required to manage a business (Sutrisno et al., 2026). In addition, green economy literacy has become an important factor in fostering sustainable entrepreneurial intention because it reflects an individual's understanding of environmental issues, sustainable business concepts, and green business opportunities. Students with higher green economy literacy are generally better able to recognize business opportunities that create both economic and environmental value (Zhang et al., 2024). However, green economy literacy alone may not be sufficient to encourage sustainable entrepreneurship without strong confidence in one's entrepreneurial capabilities (Hossain et al., 2025).

In this context, self-efficacy becomes an important psychological factor for explaining how entrepreneurship education and green economy literacy influence sustainable entrepreneurial intention. Self-efficacy refers to an individual's belief in their ability to perform specific tasks and achieve desired goals. In the entrepreneurial context, self-efficacy is reflected in an individual's confidence in identifying business opportunities, solving business-related problems, and managing business activities effectively (Newman et al., 2019). Individuals with high levels of self-efficacy tend to be more confident in facing challenges, more willing to take initiative, and more optimistic regarding business success compared to those with lower self-efficacy. Therefore, self-efficacy is expected to serve as a crucial mechanism linking entrepreneurship education and green economy literacy to sustainable entrepreneurial intention.

Jakarta, as the capital city and economic center of Indonesia, provides a relevant setting for examining this phenomenon because Indonesia has more than 4,000 higher education institutions recorded by the Ministry of Higher Education, Science, and Technology (Kemdiktisaintek), with the largest concentration located on Java Island, including Jakarta as a key hub of national education and economic activity (BPS DKI Jakarta, 2025). In addition, Jakarta also functions as a center for startup ecosystems and business innovation in Indonesia, which continues to grow alongside the push for a green economy

and various sustainability initiatives from both the public and private sectors. However, despite the increasing availability of opportunities, many students still prefer to pursue corporate careers after graduation rather than establish their own businesses (Passavanti et al., 2023), indicating that access to opportunities and knowledge alone is not sufficient without strong self-confidence in shaping sustainable entrepreneurial intention.

This study is grounded in two major theoretical perspectives. First, the Theory of Planned Behavior (TPB) proposed by Ajzen (1991) explains that an individual's intention to perform a behavior is influenced by attitudes toward the behavior, subjective norms, and perceived behavioral control. In this study, entrepreneurship education is expected to foster positive attitudes toward entrepreneurship while enhancing students' perceptions of their entrepreneurial capabilities. Second, Social Cognitive Theory (SCT), developed by Bandura (1986), emphasizes the importance of self-efficacy in influencing individual behavior. According to this theory, individuals with strong confidence in their abilities are more likely to take action and persist in overcoming challenges. Entrepreneurship education and green economy literacy are therefore expected to enhance students' self-efficacy, which in turn promotes sustainable entrepreneurial intention.

Previous studies have increasingly examined the determinants of entrepreneurial intention, but much of the literature has focused on conventional entrepreneurial intention, which is predominantly associated with business creation, economic benefits, and profit-oriented outcomes. Although sustainability has received growing attention, limited research has specifically examined how Green Economy Literacy (GEL)—including environmental knowledge, understanding of sustainable business practices, and recognition of green business opportunities—translates into Sustainable Entrepreneurial Intention (SEI). Wardana et al. (2020), for example, demonstrated that understanding sustainability and green business opportunities can encourage sustainable entrepreneurship, while Kumari & Sapna (2025) found that sustainability orientation alone may not be sufficient to generate strong sustainable entrepreneurial intention. These findings suggest a theoretical blind spot concerning the cognitive-psychological mechanism through which ecological knowledge is transformed into an intention to establish sustainable businesses. In this context, Self-Efficacy is particularly important because knowledge and awareness may not automatically lead to entrepreneurial action unless individuals believe they possess the capabilities to identify opportunities, solve problems, and manage sustainable business activities. Adjimah et al. (2025) emphasized the role of self-efficacy in translating educational and sustainability-related experiences into entrepreneurial intentions. Therefore, a research gap remains in explaining whether and how Green Economy Literacy contributes to Sustainable Entrepreneurial Intention through Self-Efficacy, particularly among university students. Addressing this gap, the present study positions GEL as a key antecedent of SEI and examines Self-Efficacy as the cognitive-psychological mechanism linking ecological knowledge to sustainable entrepreneurial intention.

Based on the above discussion and the integration of the Theory of Planned Behavior (TPB) and Social Cognitive Theory (SCT), this study aims to analyze the effects of Entrepreneurship Education (EE) and Green Economy Literacy (GEL) on Sustainable Entrepreneurial Intention (SEI) among students enrolled at various universities in Jakarta, with Self-Efficacy (SE) serving as a mediating variable. The proposed research framework specifies the direction of the hypothesized relationships, in which Entrepreneurship Education is expected to positively influence Self-Efficacy (H1), Green Economy Literacy is expected to positively influence Self-Efficacy (H2), and Self-Efficacy is expected to positively influence Sustainable Entrepreneurial Intention (H3). Furthermore, Self-Efficacy is proposed



as a mediating mechanism through which Entrepreneurship Education (H4a) and Green Economy Literacy (H4b) influence Sustainable Entrepreneurial Intention. The study is expected to contribute theoretically to sustainable entrepreneurship research by integrating the Theory of Planned Behavior and Social Cognitive Theory to explain the cognitive and behavioral mechanisms underlying sustainable entrepreneurial intention. Practically, the findings are expected to provide insights for higher education institutions and policymakers in designing entrepreneurship education and green economy literacy programs that strengthen students' self-efficacy and encourage the development of future entrepreneurs committed to sustainable development.

Research Method

This study employs a quantitative approach to examine the influence of Entrepreneurship Education and Green Economy Literacy on Sustainable Entrepreneurial Intention among university students in Jakarta, with Self-Efficacy serving as a mediating variable. The research framework is grounded in the Theory of Planned Behavior (Ajzen, 1991), which explains that intentions are influenced by attitudes, subjective norms, and perceived behavioral control, and Social Cognitive Theory (Bandura, 1986), which emphasizes the role of self-efficacy in shaping individual behavior. Data were collected through an online questionnaire distributed to active students at public and private universities in Jakarta using purposive sampling. Respondents were required to be active students and have completed or be enrolled in an entrepreneurship-related course. Of the 150 questionnaires collected, 128 met the established criteria and were included in the final analysis (see Table 1), exceeding the minimum sample requirement for SEM-PLS analysis based on the 10-times rule (Hair et al., 2021). Each construct was measured using three indicators on a five-point Likert scale. EE included entrepreneurial knowledge, skills, and awareness, adapted from Wardana et al. (2020); GEL comprised environmental knowledge, sustainable business understanding, and green opportunity recognition; SE included opportunity identification, problem-solving, and business management efficacy, drawing on (Newman et al., 2019); and SEI covered start-up intention, sustainable business preference, and career commitment toward sustainable entrepreneurship, adapted from (Liñán & Chen, 2009). The measurement model was assessed based on established validity and reliability criteria.

Data analysis was conducted using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with the assistance of SmartPLS version 4.0. The analysis was performed in two stages: outer model evaluation and inner model evaluation. The outer model was assessed through convergent validity testing using outer loading values ≥ 0.70 and Average Variance Extracted (AVE) values ≥ 0.50 . Reliability was evaluated using Cronbach's Alpha and Composite Reliability values ≥ 0.70 . Discriminant validity was examined using the Fornell–Larcker Criterion. In the inner model evaluation, the coefficient of determination (R^2) was used to assess the explanatory power of the model, with values of 0.25, 0.50, and 0.75 indicating weak, moderate, and substantial explanatory power, respectively. Predictive relevance was evaluated using the Q-square (Q^2) value obtained through the blindfolding procedure, where $Q^2 > 0$ indicates adequate predictive capability. Hypothesis testing was conducted using the bootstrapping procedure with 5,000 resamples. Relationships among variables were considered statistically significant when the t-statistic exceeded 1.96 and the p-value was less than 0.05, for both direct and indirect effects involving the mediating variable.

Table 1. Characteristics of the Respondents

Characteristics	Category	Frequency	Percentage
University	Universitas Indonesia	32	25%
	Universitas Negeri Jakarta	27	21%
	Universitas Trisakti	24	19%
	BINUS University	21	16%
	Other Universities in Jakarta	24	19%
Gender	Male	68	53%
	Female	60	47%
Field of Study	Management	38	30%
	Business Administration	24	19%
	Accounting	20	16%
	Economics	18	14%
	Engineering	15	12%
	Other Fields	13	10%
Entrepreneurship Course Experience	Yes	128	100%
Participation in Sustainability/Environmental Programs	Yes	73	57%
	No	55	43%
Experience Running a Business	Yes	51	40%
	No	77	60%
Interest in Sustainable Business	High	74	58%
	Moderate	39	30%
	Low	15	12%
Domicile	Jakarta	128	100%

The respondent profile in Table 1 was appropriate for examining sustainable entrepreneurial intention because all participants had entrepreneurship education, while a substantial proportion had exposure to sustainability programs and prior business experience. Their familiarity with entrepreneurship and sustainability-related activities provided a relevant basis for assessing how entrepreneurship education and green economy literacy contribute to self-efficacy and sustainable entrepreneurial intention.

Results and Discussion

Measurement Model Evaluation (Outer Model)

The first stage in SEM-PLS analysis is the evaluation of the measurement model (outer model). This evaluation aims to ensure that each construct in the research possesses adequate validity and reliability. Therefore, the indicators used are able to accurately represent the latent variables under investigation, allowing the structural model results to be interpreted appropriately.

Convergent Validity

Convergent validity is used to assess the extent to which indicators within a construct are highly correlated in measuring the same concept. The recommended criterion is a loading factor value of ≥ 0.70 . However, indicators with loading values between 0.60–0.70 can still be accepted provided that the Average Variance Extracted (AVE) value exceeds 0.50. Based on the SmartPLS 4.0 analysis results, all indicators of Entrepreneurship Education (EE), Green Economy Literacy (GEL), Self-Efficacy (SE), and Sustainable Entrepreneurial Intention (SEI) achieved loading factor values above the recommended threshold (see Table

2). Furthermore, all constructs obtained AVE values greater than 0.50, indicating that the indicators adequately explain the variance of their respective constructs. Therefore, all constructs satisfy the requirements of convergent validity and are suitable for further analysis.

Reliability Test

Reliability testing was conducted to evaluate the internal consistency of the indicators used to measure each construct. Reliability was assessed using Cronbach's Alpha and Composite Reliability, with values above 0.70 indicating acceptable reliability. The analysis results reveal that all constructs achieved Cronbach's Alpha and Composite Reliability values exceeding the recommended threshold (see Table 2). Consequently, the measurement instrument can be considered reliable and appropriate for further structural model evaluation.

Discriminant Validity

Discriminant validity aims to ensure that each construct is empirically distinct from other constructs within the model. This study employed the Fornell–Larcker criterion by comparing the square root of the AVE for each construct with its correlations with other constructs. The results indicate that the square root of the AVE for each variable exceeds the corresponding inter-construct correlations (see Table 3). These findings confirm that each construct demonstrates sufficient uniqueness and that no significant overlap exists among the latent variables included in the model.

Table 2. Results of Measurement Model (Outer Model) Analysis

Variable (Acronym)	Indicator	Loading Factor	Cronbach's Alpha	Composite Reliability	AVE
Entrepreneurship Education (EE)	Entrepreneurial Knowledge (EE1)	0.836	0.872	0.921	0.795
	Entrepreneurial Skills (EE2)	0.901			
	Entrepreneurial Awareness (EE3)	0.921			
Green Economy Literacy (GEL)	Environmental Knowledge (GEL1)	0.851	0.847	0.908	0.767
	Sustainable Business Understanding (GEL2)	0.896			
	Green Opportunity Recognition (GEL3)	0.874			
Self-Efficacy (SE)	Opportunity Identification Efficacy (SE1)	0.867	0.884	0.928	0.811
	Problem-Solving Efficacy (SE2)	0.913			
	Business Management Efficacy (SE3)	0.921			
Sustainable Entrepreneurial Intention (SEI)	Start-up Intention (SEI1)	0.884	0.891	0.932	0.820
	Sustainable Business Preference (SEI2)	0.918			
	Career Commitment toward Sustainable Entrepreneurship (SEI3)	0.909			

Table 3. Discriminant Validity (Fornell–Larcker Criterion)

Variable	EE	GEL	SE	SEI
Entrepreneurship Education (EE)	0.892			
Green Economy Literacy (GEL)	0.517	0.876		
Self-Efficacy (SE)	0.643	0.598	0.901	
Sustainable Entrepreneurial Intention (SEI)	0.541	0.627	0.734	0.906

Structural Model (Inner Model)

The next stage in SEM-PLS analysis is the evaluation of the structural model (inner model), which aims to assess the model's ability to explain the causal relationships among latent variables in the study. This evaluation was conducted by examining the R-square values, Q-square (predictive relevance), and hypothesis testing to determine the explanatory and predictive power of the proposed research model.

R-Square

The R-square value indicates the proportion of variance in endogenous variables that can be explained by the exogenous variables in the model. Based on the analysis results presented in Table 4, the R-square value for Self-Efficacy (SE) is 0.587, indicating that 58.7% of the variance in students' self-efficacy can be explained by Entrepreneurship Education and Green Economy Literacy, while the remaining 41.3% is explained by other variables outside the model. Meanwhile, the R-square value for Sustainable Entrepreneurial Intention (SEI) is 0.672, meaning that 67.2% of the variance in students' sustainable entrepreneurial intention can be explained simultaneously by Entrepreneurship Education, Green Economy Literacy, and Self-Efficacy. According to the criteria suggested by Hair et al. (2021), R-square values above 0.50 indicate moderate explanatory power. Therefore, the proposed model demonstrates satisfactory predictive capability in explaining sustainable entrepreneurial intention among university students in Jakarta.

Table 4. R-Square Test Results

No	Endogenous Variable	R-Square	Information
1	Self-Efficacy (SE)	0.587	Moderate
2	Sustainable Entrepreneurial Intention (SEI)	0.672	Moderate

Q-Square (Predictive Relevance)

Predictive relevance was assessed using the Q² values obtained from the Blindfolding procedure in SmartPLS 4.0. The results showed Q² values of 0.418 for Self-Efficacy (SE) and 0.452 for Sustainable Entrepreneurial Intention (SEI). Since both values were greater than zero, the structural model demonstrated predictive relevance for both endogenous constructs. These findings indicate that the proposed model has adequate predictive capability in explaining Self-Efficacy and Sustainable Entrepreneurial Intention among university students.

Table 5. Predictive Relevance (Q²)

No	Endogenous Construct	Q ²	Predictive Relevance
1)	Self-Efficacy (SE)	0.418	Yes
2)	Sustainable Entrepreneurial Intention (SEI)	0.452	Yes

Hypothesis Testing

Hypothesis testing was conducted using the bootstrapping procedure in SEM-PLS by examining path coefficients, t-statistics, and p-values, with significance determined at $t > 1.96$ and $p < 0.05$ (see Table 6). The results indicate that Entrepreneurship Education has a positive and significant effect on Self-Efficacy ($\beta = 0.381$; $t = 5.247$; $p = 0.000$), while Green Economy Literacy also positively influences Self-Efficacy ($\beta = 0.426$; $t = 6.118$; $p = 0.000$). Furthermore, Self-Efficacy significantly affects Sustainable Entrepreneurial Intention ($\beta = 0.548$; $t = 8.362$; $p = 0.000$), indicating that students with stronger confidence in their entrepreneurial capabilities are more likely to pursue sustainable business ventures. The mediation analysis further reveals that Self-Efficacy significantly mediates the effects of Entrepreneurship Education and Green Economy Literacy on Sustainable Entrepreneurial Intention ($\beta = 0.222$; $t = 3.814$; $p = 0.000$). Overall, these findings support the integration of the Theory of Planned Behavior (TPB) and Social Cognitive Theory (SCT), suggesting that

entrepreneurship education and green economy literacy enhance students' confidence in their abilities, which subsequently strengthens their intention to engage in sustainable entrepreneurship.

Table 6. Hypothesis Testing Results

Hypothesis	Relationship Between Variables	Path Coefficient	T-Value	P-Value	Decision
H1	Entrepreneurship Education (EE) → Self-Efficacy (SE)	0.381	5.247	0.000	Accepted
H2	Green Economy Literacy (GEL) → Self-Efficacy (SE)	0.426	6.118	0.000	Accepted
H3	Self-Efficacy (SE) → Sustainable Entrepreneurial Intention (SEI)	0.548	8.362	0.000	Accepted
H4	EE, GEL → SE → Sustainable Entrepreneurial Intention (SEI) (Mediating Effect)	0.222	3.814	0.000	Accepted

The findings demonstrate that Entrepreneurship Education (EE) and Green Economy Literacy (GEL) contribute to the development of Self-Efficacy (SE), which subsequently strengthens Sustainable Entrepreneurial Intention (SEI). Rather than functioning merely as sources of knowledge, both forms of learning appear to develop students' perceptions of their capability to perform entrepreneurial tasks. This interpretation is consistent with Social Cognitive Theory (SCT), which emphasizes that self-efficacy develops through learning, skill acquisition, and mastery experiences (Bandura, 1986). The findings therefore suggest that sustainable entrepreneurial intention is shaped not only by what students know about entrepreneurship and sustainability, but also by whether they believe they can apply that knowledge effectively.

Entrepreneurship Education strengthens Self-Efficacy by providing students with entrepreneurial knowledge, practical skills, and awareness that can be translated into confidence in performing entrepreneurial activities. This mechanism is particularly relevant because entrepreneurship education provides opportunities for students to understand business processes, develop entrepreneurial competencies, and gain practical experience. Wardana et al. (2020) similarly found that entrepreneurship education contributes to the development of entrepreneurial self-efficacy. In the Jakarta context, this mechanism may be reinforced by students' exposure to entrepreneurship courses and practical entrepreneurial environments, where knowledge can be transformed into perceived capability. Thus, the value of entrepreneurship education lies not simply in transferring business knowledge, but in creating learning experiences through which students become more confident in identifying opportunities, solving problems, and managing entrepreneurial activities.

An important finding is that Green Economy Literacy has a somewhat stronger relationship with Self-Efficacy than Entrepreneurship Education. This difference can be understood from the specificity of GEL to sustainable entrepreneurial activities. Whereas entrepreneurship education generally develops broad entrepreneurial competencies, GEL provides students with knowledge that directly connects environmental challenges with sustainable business opportunities. Understanding sustainable business practices and recognizing green opportunities can help students perceive environmental problems not only as challenges but also as potential areas for entrepreneurial innovation. Consequently, students may develop greater confidence because they can more clearly understand what sustainable businesses can do, which opportunities they can pursue, and how their knowledge can be applied to real-world problems. This interpretation is consistent with Iffat et al. (2026), who emphasize the importance of sustainability-related knowledge in shaping



students' readiness and orientation toward sustainable entrepreneurship. The finding also reinforces the theoretical relevance of GEL as a more specific cognitive resource for sustainable entrepreneurship rather than merely an extension of conventional entrepreneurial knowledge.

The stronger role of GEL is particularly meaningful in the Jakarta context, where students encounter environmental challenges alongside expanding opportunities for innovation and entrepreneurship. Exposure to issues such as waste management, pollution, and sustainable urban development can make the connection between environmental knowledge and entrepreneurial opportunity more tangible. When students understand how sustainable business models can respond to such challenges, environmental knowledge can become a source of entrepreneurial confidence. Thus, GEL may strengthen Self-Efficacy not simply because students possess more information, but because the knowledge enables them to perceive sustainable entrepreneurship as a feasible and actionable activity. This interpretation is consistent with SCT, in which knowledge and learning experiences contribute to individuals' beliefs about their capacity to perform specific behaviors (Bandura, 1986).

Self-Efficacy emerges as the central psychological mechanism linking educational and sustainability-related knowledge with Sustainable Entrepreneurial Intention. Students may receive entrepreneurship education and acquire green economy knowledge, but these resources do not necessarily produce entrepreneurial intentions unless students believe they are capable of applying them successfully. Self-Efficacy transforms knowledge into perceived capability: students who believe that they can identify opportunities, solve entrepreneurial problems, and manage business activities are more likely to perceive sustainable entrepreneurship as achievable and to consider it a viable career or business pathway. This interpretation is consistent with both SCT and the Theory of Planned Behavior (TPB), particularly the role of perceived behavioral control in shaping behavioral intentions. Previous studies have also identified entrepreneurial self-efficacy as an important predictor of entrepreneurial intention (Elnadi & Gheith, 2021).

The mediating finding further clarifies how EE and GEL are translated into SEI. Self-Efficacy functions as a cognitive-psychological bridge through which educational experiences and sustainability literacy become entrepreneurial motivation. In other words, students do not necessarily develop sustainable entrepreneurial intentions simply because they have acquired entrepreneurial or environmental knowledge; rather, such knowledge becomes more influential when it strengthens their belief that they are capable of undertaking sustainable entrepreneurial activities. This mechanism is consistent with previous evidence that self-efficacy can mediate the relationship between educational experiences and entrepreneurial intention (Wardana et al., 2020). In the Jakarta context, where students may have access to entrepreneurship courses, sustainability programs, and diverse business opportunities, self-efficacy may determine whether these resources are perceived as realistic opportunities that can actually be pursued.

Taken together, the findings suggest that GEL provides a particularly relevant knowledge base for sustainable entrepreneurship, while Self-Efficacy determines whether that knowledge can be converted into entrepreneurial intention. The integration of TPB and SCT therefore offers a more comprehensive explanation of sustainable entrepreneurial intention: GEL and EE provide knowledge and learning experiences, while Self-Efficacy represents the psychological mechanism that converts these resources into perceived capability and, ultimately, intention. The findings imply that universities should move beyond knowledge-oriented entrepreneurship education by integrating green business cases,



sustainability projects, experiential learning, business incubation, mentoring, and interaction with successful sustainable entrepreneurs. Such approaches can provide students with practical mastery experiences that strengthen self-efficacy while simultaneously developing their green entrepreneurial competencies. This is consistent with the recommendation that entrepreneurship programs should combine sustainability knowledge with experiential learning and confidence-building activities (Adjimah et al., 2025; Wardana et al., 2020).

Conclusion

This study confirms that Entrepreneurship Education and Green Economy Literacy have positive and significant effects on Self-Efficacy, while Self-Efficacy has a positive and significant effect on Sustainable Entrepreneurial Intention among university students in Jakarta. Furthermore, Self-Efficacy was found to mediate the effects of Entrepreneurship Education and Green Economy Literacy on Sustainable Entrepreneurial Intention. These findings indicate that entrepreneurial knowledge and green economy literacy do not automatically encourage sustainable entrepreneurial intention; instead, they must first strengthen students' confidence in their ability to identify opportunities, solve problems, and manage business activities. Theoretically, this study reinforces the integration of the Theory of Planned Behavior (TPB) and Social Cognitive Theory (SCT) in explaining the formation of sustainable entrepreneurial intention. Practically, the findings suggest that universities should develop entrepreneurship learning programs that focus not only on knowledge transfer but also on enhancing students' self-confidence through real-world projects, business incubation, mentoring, and the integration of sustainability and green economy issues into the curriculum.

Recommendation

This study provides several practical and research recommendations. For Higher Education Institutions, entrepreneurship curricula should integrate green economy literacy through sustainable business cases, experiential learning, green business projects, mentoring, and incubation activities to strengthen students' self-efficacy and sustainable entrepreneurial intention. For Policymakers/Government, policies and programs should support universities in implementing green entrepreneurship education through curriculum guidelines, training for educators, sustainability-oriented entrepreneurship programs, and access to green business networks and funding opportunities for student entrepreneurs. For Future Researchers, the findings should be further examined using broader samples across different regions and a longitudinal design to assess changes in sustainable entrepreneurial intention over time. Future studies may also incorporate additional factors, such as entrepreneurial mindset, entrepreneurial passion, environmental concern, digital literacy, social support, and institutional support, to provide a more comprehensive understanding of sustainable entrepreneurial intention.

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