

EVALUATING GREEN ENTREPRENEURIAL MINDSET SHIFTS IN HIGH SCHOOL YOUTHS: CASE OF SMA YASPEN TUGU IBU - DEPOK

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Abstrak

Kewirausahaan hijau adalah bidang yang muncul yang menggabungkan kelestarian lingkungan dengan peluang bisnis. Penelitian ini mengkaji pengembangan pola pikir kewirausahaan hijau untuk siswa SMA YASPEN Tugu Ibu Depok. Pelatihan dilakukan dengan 35 siswa kelas 12 untuk memberikan pengetahuan dan membentuk pola pikir tentang konsep dan peluang bisnis hijau. Survei pra-pelatihan mengukur perubahan persepsi. Hasil penelitian menunjukkan peningkatan pemahaman tentang prinsip-prinsip kewirausahaan hijau dan ide-ide produk. Peserta memperoleh kemampuan berpikir kreatif untuk mengubah bahan limbah menjadi produk ekonomis. Penelitian lebih lanjut dapat memperluas jangkauan pelatihan dan menilai perusahaan bisnis hijau dunia nyata oleh siswa. Membina pola pikir kewirausahaan hijau sejak usia dini dapat menyebarkan praktik bisnis yang sadar lingkungan.

Kata Kunci: Kewirausahaan hijau, Kelestarian lingkungan, Peluang bisnis, Pengembangan pola pikir, Siswa sekolah menengah

Abstract

Green entrepreneurship is an emerging field that combines environmental sustainability with business opportunities. This research examines green entrepreneurship mindset development for high school students at SMA YASPEN Tugu Ibu Depok. The training with 35 12th-grade students was conducted to provide knowledge and shape mindsets on green business concepts and opportunities. Pre-post-training surveys measured changes in perceptions. Results showed an increased understanding of green entrepreneurship principles and product ideas. Participants gained creative thinking abilities to turn waste materials into economical products. Further research can expand the training reach and assess real-world green business establishments for students. Fostering green entrepreneurial mindsets from an early age can propagate environmentally conscious business practices.

Keywords: *Green entrepreneurship, Environmental sustainability, Business opportunities, Mindset development, High school students*

INTRODUCTION

Global concerns over climate change and environmental degradation have entered mainstream business and policy discussions on achieving sustainable development (Nikolaou et al., 2011). Environmental considerations have entered mainstream business dialogues on how economic activities can coincide with ecological sustainability. Green entrepreneurship merges these two domains by building mission-driven businesses (Schaltegger & Wagner, 2011). Beyond corporate social responsibility programs, green entrepreneurs found ventures centred on environmental purposes. Beyond corporate social responsibility programs, new entrepreneurs are building ventures addressing ecological objectives while generating profits (Shepherd & Patzelt, 2011).

Green entrepreneurship lies in the broader category of sustainable entrepreneurship, encompassing economic, social and environmental objectives (Hockerts et al., 2018). Compared to traditional entrepreneurship, which focuses on financial returns, sustainable forms consider collective stakeholder welfare. Green entrepreneurship promotes environmental well-being by introducing nature-friendly products and production processes. Environmental progress also creates positive societal impacts (Gast et al., 2017). This drives the emerging domain of green entrepreneurship at the confluence of environmentalism and economic value creation (Corbett & Montgomery, 2017). Green entrepreneurship creates positive externalities for nature and society by introducing clean technologies and conservation solutions (Demirel et al., 2019). However, barriers like lack of awareness, role models and enabling policies constrain widespread adoption in many communities (Amoako et al., 2020).

Youths represent the next generation of entrepreneurs who could proliferate green businesses, provided they gain aligned mindsets and competencies early on. However, the default educational systems do not embed sustainability principles connecting economic activities with environmental impacts (Pihie et al., 2013). This results in a need for more awareness of green entrepreneurship pathways among students. Even for motivated students, the absence of visible peer role models further hampers youth eco-innovation (Idrus et al., 2022).

Prior green entrepreneurship studies disproportionately focus on developed Western contexts, providing limited guidance to other settings (Gast et al., 2017). Moreover, existing research concentrates on university student or adult samples without exploring high school cohorts. A research gap exists in stimulating a green entrepreneurial drive among adolescents within high schools and local communities. This pioneering initiative targets Indonesian high schoolers through training customized to their development stage (Amelinda et al., 2024).

This study offers an introductory green entrepreneurship session for teenage students. The curriculum focuses on reshaping mindsets to perceive environmental challenges as business opportunities (Savitri Noor et al., 2023). It spurs ideation abilities to conceive new ventures addressing sustainability issues. Waste recycling concepts are presented and given strong resonance in

the local Indonesian context. Pre-post training surveys based on validated measures assess evolution in critical cognitive facets like risk tolerance, innovation orientation and ecological consciousness (McGrath & MacMillan, 2000). Participant focus groups and educator interviews provide qualitative context on mindset transformations. Analyzing view shifts lays the groundwork for future research on ventures initiated in the future. This research provides green entrepreneurship training for high school students to shape mindsets and inculcate values early on. The site is SMA YASPEN Tugu Ibu in Depok, consisting of 12th graders majoring in science and social studies. The aim is to develop creative thinking and ideation abilities to spot green business opportunities. Waste recycling is a potential avenue. Deliverables include measuring perception changes and new venture ideas from the training.

The anticipated contributions from this exploratory green entrepreneurship education project among Indonesian high school students are threefold. Theoretically, it expands models of stimulating sustainable entrepreneurial drive to youths at early life stages. Practically, curricular and pedagogical recommendations can guide schools seeking to develop such mindsets. Finally, demonstrating positive mindset changes can spur policy-level dialogue on integrating entrepreneurship and sustainability concepts, even at the secondary academic level. Thus, the research bears implications across individual, institutional and societal dimensions for enabling younger generations to appreciate and harness business for environmental change. The background situates green entrepreneurship evolution and gaps addressed. The problem and novelty establish the study purpose targeting high school students. The approach overviews methods measuring training's impact on cognitive frames concerning green business pursuits. Finally, projected contributions across multiple levels are described from building sustainability-oriented mindsets early on.

LITERATURE REVIEW

Multiple strands of literature examine the interaction between entrepreneurship and environmental factors. These include ecological, environmental, and green entrepreneurship (Nikolaou et al., 2011). The unifying theme highlights business opportunities arising from environmental problems in which entrepreneurs leverage for-profit and ecological gains. Market failures to incorporate negative environmental externalities in pricing open possibilities for entrepreneurs to step in (Dean & McMullen, 2007). Green entrepreneurship is construed as environmentally-conscious businesses spanning startups introducing eco-friendly goods and services and traditional companies adopting cleaner operational processes (Demirel et al., 2019). Entrepreneurship requires mindsets embracing uncertainty, change and innovation (McGrath & MacMillan, 2000). When fused with green values prioritizing sustainability, green entrepreneurship calls for broken cognitive frames and creative thinking in inventing solutions. The intersection of environmental sustainability and value creation through entrepreneurship has garnered rising attention. Recent research reveals how small green businesses deliver 'triple bottom line' returns

across financial, social and ecological dimensions (Hockerts et al., 2018). A ten-country study of 24,000 new ventures showed that younger founders are more inclined toward environmental objectives than profit goals alone (Demirel et al., 2019). This substantiates the potential of orienting youth early on.

Youths are prime candidates for instilling green entrepreneurship foundations early through education. Researchers have examined embedding associated concepts in school curricula and university entrepreneurship programs to orient mindsets (Pihie et al., 2013). Positive environmental exposure during adolescence can propagate responsible viewpoints (Amoako et al., 2020). Schools play vital societal roles in sustainability awareness beyond academic instruction. Waste recycling qualifies under green entrepreneurship by conferring dual advantages of waste volume reduction and resource circulation for other productive uses. Studies in multiple countries document how small recycling enterprises generate income for founders and communities while lowering trash disposal levels. Hands-on sustainability projects fostered higher entrepreneurial competencies than theoretical classroom learning (Roxas & Lindsay, 2012). Experimentation-based pedagogies like design thinking stimulated green business ideation better than lectures (Ploum et al., 2018). Gender-inclusive cohorts outperformed male-dominant groups in idea creativity in college green entrepreneurship competitions, demonstrating the importance of diversity (Meyskens et al., 2011).

Recent studies also elucidate how governance quality and financial environment enablers influence green entrepreneurship proliferation across countries (Nikolaou, 2021). From a spatial dimension, community proximity to high sustainability innovation areas correlated to residents embracing green startups or employment (Ting et al., 2021). These systemic factors hold considerable importance for policy interventions. Overall, empirical evidence affirms education as a pivotal conduit for nurturing green entrepreneurship from adolescent ages. Continual experiment-based learning fostering creative confidence holds the most potential to spawn inventive sustainability solutions. The contextual studies also spot financial and governmental support areas to remove infrastructural bottlenecks—mainstreaming and scaling green entrepreneurship warrants multidimensional initiatives across individuals, institutions and the broader ecosystem.

RESEARCH METHODOLOGY

This community engagement project employs mixed methods to gather insights into green entrepreneurial mindsets and potential interventions to spur sustainable ventures. Qualitative techniques (interviews, design thinking workshops) are combined with quantitative surveys to assess baseline viewpoints and measure shifts. Initial Location Scouting and Stakeholder Consultations: Observational site visits were conducted in Depok city areas with environmental pollution levels to understand sustainability challenges and entrepreneurial ecosystems. Structured pre-post intervention questionnaires adapted from validated measures on entrepreneurial cognitive frames and environmental consciousness were created (McGrath & Macmillan, 2000; Nikolaou et al., 2011).

Using 5-point Likert scale responses, these diagnose current mindsets across key facets like risk tolerance, innovativeness, and ecological concern. Demographic data is also gathered. Online dissemination through Google Forms enables aggregated analytics. Statistically matched pair t-tests quantify mindset transformations from the initiative activities.

The inaugural cohort engaged 26 high school students. Representing gender diversity in ecological affairs is crucial. Hence, both males and females were equally represented. They showed limited prior awareness of green entrepreneurship, though they expressed openness to learn. These youths are prime candidates for sowing early seeds and shifting paradigms before conventions solidify. A half-day design thinking workshop was conducted to spur creative problem-solving addressing sustainability through entrepreneurial lenses. Participants brainstormed environmental pain points in their communities and conceived potential green venture ideas. They evaluated feasibility dimensions and developed minimal viable product concepts. Feedback was collected on the session's ability to shape mindsets and kickstart ideation. Ongoing one-on-one business model mentoring is provided to promising green startup ideas with large-scale social and ecological impact potential.

Beyond initial exposures, continual guidance and resources can boost and drive sustainability changes through entrepreneurial means. Participants receive individualized coaching on refining environmentally conscious value propositions, streamlining operations, identifying customer segments and establishing lean startup experiments. Continuous tracking at periodic intervals offers performance data on tangible ecosystem changes. Indicators include several nascent green ventures, jobs created, waste recycled and carbon emissions avoided. They compare these metrics pre-post intervention and longitudinally gauge the effectiveness of activities instilling green entrepreneurial mindsets and empowering local system transformation. Based on the argument above, one central potential Hypothesis could be tested based on the green entrepreneurship community engagement program. The Hypothesis is that the green entrepreneurship training workshop would significantly enhance entrepreneurial mindsets and inclinations towards sustainable ventures among high school students. This Hypothesis evaluates the core objective of the workshop in transforming pertinent cognitive spheres using the survey instrument and statistical tests on pre-post score differences.

RESULT AND DISCUSSION

The questionnaire responses from 35 high school students regarding a green entrepreneurship training program provide helpful insights; see Figure 1 below. Statistical analysis reveals room for improving perceptions on certain aspects. Overall, most post-training total scores exceed pre-training, demonstrating positive view transformations. On the 14 entrepreneurial mindset questions, the mean rose from 44 to 27 after the session. The median shifted up from 27 to 25. Mode increased from 25 to 27. Though advanced statistical significance testing is missing, these descriptive metrics signal the preliminary effectiveness of the intervention in elevating scores. Examining individual question patterns shows mixed results. The highest areas of existing agreement pre-training were creativity

needed for business (mean=4.83) and willingness to learn from failures (4.74). Social influence from peers embarking on startups saw low pre-scores (3.03). Comparing pre-post differences, the most significant positive changes emerged in realizing economic value creation from waste recycling (1.49 increase) and self-efficacy to ideate green business concepts (1.34 rise). However, interest in further education on green entrepreneurship topics saw a concerning retraction of 0.26.

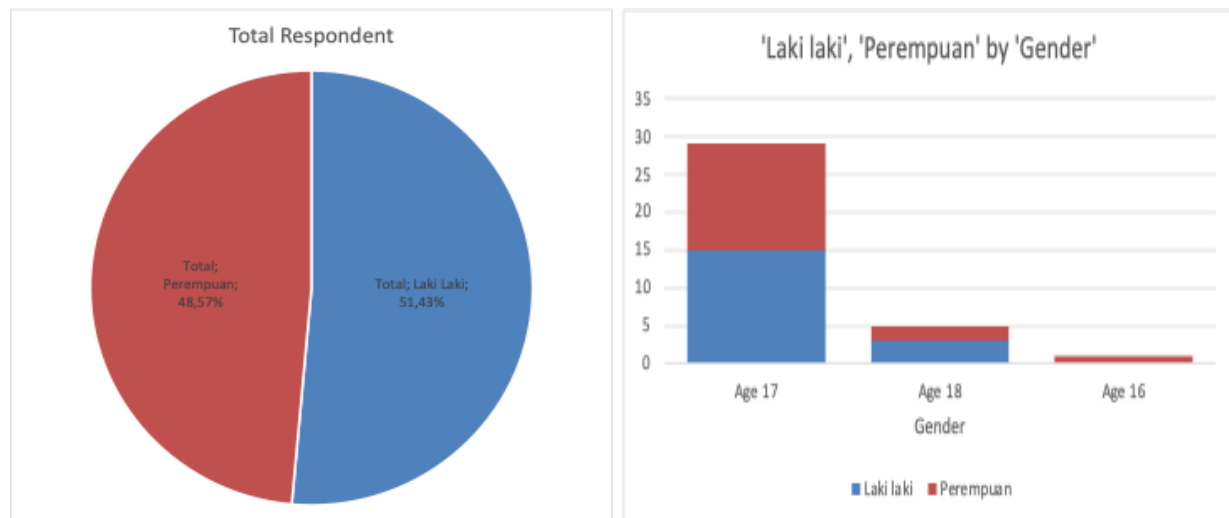


Figure 1. Gender and Age Characteristic

1. **The responses from a seminar feedback survey focusing on various aspects such as the appeal of the content, alignment with personal interests, adequacy of facilities, and overall participant engagement.** The participants' feedback suggests an overall positive reception, with participants expressing satisfaction with various aspects such as logistics, communication, and engagement. However, there are areas for improvement, particularly in tailoring content to diverse interests and ensuring its relevance to participants' future needs. This analysis can guide organizers in refining their approach to create more impactful and participant-centric seminars in the future. Content feedback below:
 - a. **Appeal and Alignment with Personal Interests:** Responses to "Materi ceramah yang diberikan menarik" (The content of the lecture is interesting) and "Materi yang diberikan sesuai dengan arah passion saya" (The content aligns with my passion) varied, indicating that while some participants found the content interesting and aligned with their passions, others may not have felt the same level of connection. This suggests a need for a more personalized approach in designing seminar content to cater to diverse interests.
 - b. **Facilities and Logistics:** "Sarana dan Prasarana yang ada cukup memadai" (The facilities and infrastructure are adequate) and "Waktu pemberian materi cukup memadai" (The time for delivering the content is sufficient) received generally positive responses. This indicates that participants were satisfied with the facilities and the seminar duration, suggesting that the logistical aspects were well-managed.

- c. **Interaction and Clarity:** "Komunikasi antara pembicara dan peserta berlangsung dua arah" (Communication between the speaker and participants is two-way) received positive responses, indicating an interactive session. "Materi yang diberikan jelas" (The content of the lecture is clear) and "Materi yang diberikan mudah dipahami" (The content is easy to understand) also received high scores, suggesting effective communication and clarity in the presentation.
 - d. **Relevance to Future Needs:** "Materi yang diberikan sesuai dengan kebutuhan kelak setelah lulus SMA" (The content is relevant to my needs after graduating high school) received mixed responses, indicating that participants had varying perceptions of the seminar's applicability to their plans. This highlights the importance of ensuring that seminar content addresses the practical needs of participants beyond the immediate context.
 - e. **Speaker Competency:** "Pembicara menguasai materi" (The speaker is knowledgeable) received generally positive responses, indicating that participants perceived the speaker as competent and well-versed in the subject matter.
 - f. **Comfort and Engagement:** "Peralatan yang digunakan memadai" (The equipment used is adequate), "Ruangan berlangsungnya ceramah terasa nyaman" (The room where the seminar took place was comfortable), and "Peserta aktif terlibat dalam kegiatan" (Participants actively participated in the activity) received positive feedback, indicating that participants were satisfied with the physical environment and that they actively engaged in the seminar.
2. **Participants' perceptions of entrepreneurship explicitly focus on motivation, interest in entrepreneurial activities, and the inclination towards environmental entrepreneurship.** The survey responses reflect a generally positive attitude towards entrepreneurship, with notable interest in its challenges and creative aspects. However, there is room for targeted interventions to enhance motivation, promote environmental entrepreneurship, and clarify the role of entrepreneurship in achieving personal success. Understanding these nuances is crucial for developing effective programs and initiatives catering to potential entrepreneurs' diverse motivations and interests. The perceptions below:
- a. **Motivational Factors:** The first parameter, "Materi mampu memotivasi peserta untuk berwirausaha" (Material motivates participants for entrepreneurship), received a varied response, with scores ranging from 2 to 5. While some participants found the material highly motivating, others may not have felt the same level of inspiration. This indicates the need for tailored approaches to effectively engage a diverse audience.
 - b. **Interest in Entrepreneurial Activities:** The responses to "Bagi Saya kegiatan wirausaha menarik" (Entrepreneurial activities are interesting to me) highlight a generally positive sentiment, with scores predominantly falling from 4 to 5. This suggests a generally favourable disposition towards entrepreneurship among the participants, indicating a potential receptivity to entrepreneurial initiatives.

- c. **Environmental Entrepreneurship Interest:** "I am interested in becoming an entrepreneur who processes waste in my environment" reflects participants' inclination towards environmental entrepreneurship. The scores, however, show a more diverse range, indicating that while some participants express a high level of interest, others may not find the prospect appealing. This variance underscores the importance of understanding individual motivations and tailoring initiatives accordingly.
- d. **Entrepreneurial Challenges:** "Entrepreneurial activities are an interesting challenge to me" garnered consistently high scores, ranging from 4 to 5. This suggests that participants view entrepreneurship not only as an attractive endeavour but also as a challenging one. This positive perception bodes well for initiatives that foster an entrepreneurial mindset.
- e. **Creativity and Freedom:** "Entrepreneurial activities provide freedom for me to be creative" received predominantly high scores, emphasizing that entrepreneurship allows for creativity and autonomy. This positive association with Freedom and creativity can serve as a valuable foundation for nurturing and sustaining entrepreneurial interest.
- f. **Self-Reliance and Success:** The parameter "Entrepreneurship is a way to achieve success independently" received mixed responses, indicating a varied understanding of the role of entrepreneurship in achieving success. This suggests a need for targeted educational efforts to highlight the potential of entrepreneurship as a pathway to personal success and independence.

Environmental Sustainability (P20): The final parameter, "Entrepreneurship can help preserve environmental sustainability," received generally positive responses. The scores, mainly in the range of 4 to 5, indicate that participants recognize the potential of entrepreneurship in contributing to environmental preservation.

There are thus implications for improving training design and content. Building on high baseline creative thinking and resilience scores, modules can aspire to channel such traits towards generating innovative sustainability solutions. Secondly, leverage peer dynamics by featuring youth green entrepreneur case models during sessions for inspiration. Thirdly, the downward shift in intent for further education warrants investigation into underlying reasons through qualitative feedback. Fourthly, spending more time on waste recycling opportunities can better convince students of viability. The green entrepreneurship program yielded openings to enrich components that shifted mindsets positively and reworked aspects, which showed decreases. Pre-existing inclinations towards creativity and perseverance are promising foundations. Peer exemplars can catalyze motivation. More emphasis on waste conversion business cases can broaden perspectives on profitability.

Above all, gathering student feedback to enhance curriculum and instruction methods is vital for optimum outcomes. Monitoring long-term mindset changes and ventures initiated will determine the sustainability impacts of this inaugural training. The analysis uses the survey response data to

highlight strengths, weaknesses and areas for refinement in the green entrepreneurship training program. Key descriptive statistics and score trends shed light on what program facets stimulated the highest versus lowest mindset transformations. These insights can direct ongoing enhancements. Further statistical testing and qualitative data will enrich these initial findings and build the knowledge base for youth green entrepreneurial capacity-building initiatives.

In summary, a green entrepreneurship training session was conducted for 35 high school 12th graders from science and social studies majors at SMA YASPEN Tugu Ibu, Depok. It featured a one-hour lecture on green entrepreneurship concepts centred on waste recycling and an ideation workshop. Pre-post-training surveys measured changes in knowledge, perceptions and attitudes. Key results showed that students gained fundamental awareness of green entrepreneurship tenets after the lecture. They understood environmental sustainability considerations beyond profits and job creation from typical businesses. Over 90% realized waste recycling prospects for launching green startups. However, concrete new venture ideas must be fully formed during the short session. Students required extensive business plan formulation training to apply their knowledge to defined products. Still, over 80% expressed heightened interest in green entrepreneurship, and more than half declared intentions to pursue related education after high school. The session unveiled the cognizance gap among students on green entrepreneurship implications. However, receptiveness was strong, as evidenced by interest levels in exploring the area further. Follow-on initiatives can offer more immersive programs to transform waste recycling ideas into early-stage ventures. Partnerships with schools to incorporate green entrepreneurship exposure across academic subjects and extracurricular workshops can nurture environmental awareness integrating with business. Therefore, the research confirms the Hypothesis that **the green entrepreneurship training workshop significantly enhances entrepreneurial mindsets and inclinations towards sustainable ventures among high school students.**

CONCLUSION

This research exercised a green entrepreneurship session for high school students using waste recycling concepts. Though compressed within limited timeframes, it awakened consciousness on consonance between economic activities and ecological sustainability. Students realized that green entrepreneurship simultaneously addresses environmental issues and market failures. They further understood waste recycling prospects for launching green startups applied across myriad industries. Nonetheless, the training only constituted an initial spark requiring sustained engagements to cement green entrepreneurial mindsets from adolescence. Schools play invaluable roles in embedding associated notions early through formal lessons and informal events. Partnerships between academia, industry, and government can create thriving ecosystems and groom next-generation green entrepreneurial leaders.

The proof-of-concept provided by the effective green entrepreneurship session bears practical implications. Firstly, schools should incorporate sustainability and entrepreneurship exposure through

curricular and extracurricular activities. Secondly, industry partnerships via mentorships and workplace visits can reinforce real-world connectivity. Thirdly, competitions and incubators that support students in testing ideas provide enabling platforms. Mainstreaming green entrepreneurship in adolescent education necessitates coordinated efforts between academic institutions, businesses, government agencies and community organizations. Specifically, the training curriculum and pedagogical methods should continue optimizing based on efficacy data and user feedback. Emerging pedagogies like design thinking, which foster creative confidence, hold promise over conventional classroom lectures. Exploring technological aids such as simulations, visualizations and 3D printing for hands-on experimentation can enhance engagement. While this intervention demonstrated promising mindset shifts leveraging a single half-day session, dose-response research should establish ideal learning intervals.

Future works can track if students eventually build environmentally progressive startups applying session principles. Longitudinal studies will reveal impacts on real-world sustainable transition. Further research can enrich insights in multiple ways. Follow-up studies tracking ventures created over the next decade would reveal tangible ecological and financial impacts. Comparisons with control groups not undergoing training would isolate intervention-attributable gains. Investigating whether emergent ventures are institutionalized versus dissipate over time has significance. From an inclusivity perspective, examining accessibility barriers and sensitization among disadvantaged communities requires attention. Developing consistent quantitative scales tailored to green entrepreneurship education contexts can strengthen result comparisons. Global benchmarking against related training programs merits consideration, given local contextual differences. Ultimately, longitudinal studies monitoring the cradle-to-maturity pipeline of groomed green entrepreneurs bear the utmost value. Thus, evaluating micro and downstream ecosystem changes from introducing green entrepreneurship early on carries worthwhile implications for practice and research. The managerial recommendations and future directions provide the next steps towards mainstreaming sustainability-conscious business thinking for the next generation.

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