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CREATING ECOPRENEUR AMONG UNIVERSITY STUDENT

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ABSTRACT

Environmental factors must be taken into account when operating a business in order to keep it viable. Giving sustainability courses utilizing a sustainable development strategy aims to increase students' environmental awareness so they may incorporate environmental care in their business. Students from the Faculty of Business at President University who took a course on sustainability and gained a grasp of its guiding principles were the subjects of this study. The stipulation that the students from the Faculty of Business who had taken the course applied to the sample selection was deliberate. A questionnaire was used to collect the data, which was then analyzed descriptively. According to the results, children' behavior shows that they are already aware of the importance of conserving resources like water, food, and electricity. The majority of students acknowledge that there is water, air, and soil pollution, but they also think that environmental preservation activities are still poorly understood and self-sufficient.

Keywords: *ecopreneur, behavior, knowledge, imagine, protection*

1. Introduction

Human want, particularly the need for rapid economic growth, is making environmental circumstances worse. There has been much discussion over how to use the environment while protecting it, but no resolution has been achieved. There have been numerous initiatives to spread awareness through education, even beginning with very early education. According to research by Jorgenson, Jennie, and Beth from 2019, educators have taught the younger generation about environmental issues including climate change and energy using an approach that involves a large network, a collaborative effort, and the use of social technologies. Through the process of environmental education, people can learn about environmental issues, engage in problem-solving activities, and take steps to protect the environment. People get a deeper grasp of environmental issues as a result, and they are more equipped to make responsible decisions (EPA, 2017).

The inclusion of courses on the environment, its use, and its conservation in higher education is frequently left out of specialized courses. Environmental courses are offered as a topic in other courses for students who are not enrolled in environmental engineering study programs rather than in specific disciplines. Environmental protection has not yet been required of all Indonesian university students as a basic course (MKDU: General Basic Course). If environmental protection actions are given after lessons about the environment, such as through extracurricular activities, the learning will be more focused (Khan, Haque and Khan, 2020)

In order to raise awareness about maintaining and protecting the environment, courses on environmental concepts and the effects of human activity are offered. Even if they have a high understanding of environmental conservation, measuring environmental awareness is difficult because it is not always evident in their activities. Science, social studies, and education itself will all be incorporated into

environmental education (Marpa, 2020). This study illustrates environmental awareness via environmental behavior, environmental visuals, and environmental preservation (Karolina, 2017).

It is essential for corporate operations to use the environment as a resource. To ensure that future generations may continue to use these resources, sustainability factors must still be taken into account. The entrepreneur could become an ecopreneur by integrating environmental consideration into their firm as a result of the environmental consideration. The goal of this study is to describe how students at the Faculty of Business President University behave in relation to the environment and their environmental knowledge, attitudes, and actions.

2. Literature Review

Up until now, there has been debate regarding the concept of ecopreneurship. Finding an innovative and succinct description of ecopreneurship might be challenging. Some people interchangeably use the terms "green entrepreneurship" and "environmental entrepreneurship," which combine the words "ecological" with "entrepreneurship." Entrepreneurs must concentrate on finding solutions to environmental problems (Schaper, 2002). Entrepreneurs can contribute to the solution of environmental problems by making their company more environmentally friendly or by considering environmental issues when launching their business. Ecopreneurs were businesspeople who ran their enterprises in accordance with sustainability ideals (Kirkwood & Walton, 2010). The distinction between an ecopreneur and an entrepreneur is still up for dispute. Sasongko & Grisna (2016) define an ecopreneur as a person or firm with creative and inventive skills for environmental improvement in their core business.

The typologies of ecopreneurs from various literatures were presented by Mc Ewen in 2013. Ecopreneurs may adapt as their businesses develop, and market conditions may force them to consider environmental impact, particularly negative impact. The lineier activities, which began with taking the resources, used them, and disposed of them, were the detrimental result of entrepreneurial activities as economic development activities. A circular economy was the new corporate model that was concerned with social and environmental issues (Rodriguez, Maria and Agustin, 2019). With a specific focus on urban and industrial waste, the circular economy is a new business model that seeks to achieve more ecologically friendly and sustainable development in order to improve the balance and harmony between the economy, the environment, and society (Ghiselini, Cialani and Ulgiati, 2016).

3. Research Method

Population in this research was Faculty of Business, President University students, and sampling method used purposively. Data collection method was survey using questionnaire with likert scale. Data analysis used descriptive statistics and chi square test.

4. Results and Discussion

4.1. Environmental Behavior

Some inquiries attempt to ascertain respondents' environmental behavior. Table 1 displayed the response's executive summary. When asked if they had ever witnessed someone waste food, power, paper, or water, the respondent checked the box next to "Yes, completely," as shown in Table 1. Students might actively use food, electricity, paper, and water while simultaneously actively saving, maximizing utilization, and minimizing waste. Students weren't especially engaged in the question of whether they had witnessed any illegal rubbish, trash burning, use of chemicals in farming, or animal abuse, thus they weren't entirely certain they were aware of it. The most significant influence on students' environmental behavior comes from their daily interactions. The daily experience would be simple and continue to be applied in terms of habit.

Table 1. Recapitulation of Behavior Question

Statement	Yes, definitely	Yes, I think so	No, I don't think so	No, definitely	Difficult to say
Have you noticed any unauthorized trash disposal in the last month?	27.55	37.76	25.51	7.14	2.04
Have you seen trash being burned at your house recently?	27.55	32.65	13.27	23.47	3.06
Have you seen the use of chemicals in farming recently?	8.16	13.27	38.78	31.63	8.16
Have you seen any food waste recently?	57.14	26.53	11.22	4.08	1.02
Have you seen somebody waste electricity recently?	45.92	35.71	11.22	7.14	0
Have you noticed any paper waste recently?	43.88	31.63	16.33	7.14	1.02
Have you seen anyone waste water recently?	34.69	29.59	20.41	13.27	2.04
Have you seen somebody mistreating animals recently?	8.16	13.27	29.59	32.65	16.33

Source: Primary Data

4.2. Environmental Knowledge

This variable was determined by interviewing people about the state of the modern environment. When asked about the state of the natural environment, respondents have five options: improving, remaining the same, changing negatively due to human activity, changing negatively due to natural changes that occur regardless of human activity, negatively changing both negatively due to human activity and negatively due to natural changes, and difficult to say.

Table 2. The Respondent Knowledge about Natural Environment

	Do you think that the state of natural environment						
Citizenship	is improving	doesn't change	is deteriorating as a result of human activity	is deteriorating as a result of natural change which take place regardless of a man	is deteriorating both – as a result of human activity and of natural changes	difficult to say	Total
China	9	1	4	3	6	1	24
Indonesia	11	2	12	4	36	5	70
Vietnam					1		
Mongolia			1				
Timor Leste		2					
Total	20	3	16	7	42	6	94
Percentage	21.28	3.19	17.02	7.45	44.68	6.38	100.00

Source: Primary Data

Table 2 shows that 44.68% of respondents said that human activity and natural change were to blame for the decline in environmental quality. When given enough time, a natural shift may not necessarily have a negative effect on the ecosystem

4.3. Environmental Imagine

Consider variables demonstrating actual contamination of the land, water, and air as well as student responses to it. Table 3 provided a summary of the students' concerns regarding soil, water, and air pollution.

Table 3. Environmental Imagine of Respondent

Statement	Yes, definitely	Yes, I think so	No, I don't think so	No, definitely	Difficult to say
Do you worried about water pollution?	82.65	14.29	1.02	1.02	1.02
Do you care about air pollution?	88.87	8.16	1.02	2.04	0.00
Do you care about soil pollution?	53.06	32.65	12.24	0.00	2.04

Source: Primary Data

4.4. Environmental Protection

Comparing environmental protection to other variables like economic development, scientific and technological progress, political development, and social development helps determine how important it is. The majority of respondents (44.33%) chose "Yes, I believe so" when comparing Table 4's economic, scientific, and technological advancement. Most people disagree when it comes to terrorism and political prevention, but they agree when it comes to cultural prevention.

Table 4. Environmental Protection of Respondent

Statement	Yes, definitely	Yes, I think so	No, I don't think so	No, definitely	Difficult to say
Do you believe that environmental protection efforts should take precedence over economic growth?	34.02	44.33	17.53	1.03	4.12
Do you believe that environmental conservation efforts are more crucial than scientific and technological advancement?	16.49	39.18	30.93	4.12	10.31
Do you believe that terrorism prevention is more essential than efforts to safeguard the environment?	11.34	25.77	43.30	9.28	11.34
Do you believe that environmental preservation initiatives are more crucial than political reforms in your nation?	24.74	30.93	32.99	5.15	7.22
Do you believe that efforts to protect the environment are more crucial than efforts to preserve cultural traditions?	16.49	38.14	35.05	5.15	6.19

Source: Primary Data

4.5. Environmental Action, Habits and Opinions

Measured about action, habits and opinion about environment showed in Table 5, 6, and 7. Respondents do not want to ruin environment (I do not litter : 34.78%; I limit my need : 16.30%, and I take a part in events like "Clean up the world" or "Earth day" : 11.96%).

Table 5. Environmental Action of Respondent

What do you do in favour of the natural environment?													
I am a member of environmental associations	I am a member of a political party that is pro environmental	I reprimand people/ inform adequate services about deviant behaviour of other people towards the environment/animals	I take part in events like "Clean up the world" or "Earth day"	I buy organic product	I limit my needs (I use electricity moderately)	I limit my needs (I use water moderately)	I separate waste	I used energy-saving bulbs	I use environmentally friendly means of transport (e.g. a bike)	I use reusable bags when I go shopping	I am vegetarian	I do not litter	I do nothing for the natural environment
1	1	4	11	5	15	7	2	2	0	10	0	32	2
1.09	1.09	4.35	11.96	5.43	16.30	7.61	2.17	2.17	0	10.87	0	34.78	2.17

Source: Primary Data

For the respondent habit showed in Table 6, and showed that respondent would maximize in using thinks and would replace it if broken.

Table 6. Environmental Habits of Respondent

Which behaviour is the most characteristic for you?						
I always by products that are new on the market – it makes me feel better	If I could afford it, I would only buy products that are new on the market	I often buy various things but they are always on sale – with the lowest price possible	I try to save up so that I can sometimes buy something of good quality that will last longer	Although I can afford many things, I do not have great needs. I only buy things that I really need or when the old ones get used up or are broken	I very rarely buy new things. Usually I try to fix old things	Price does not matter to me. I choose "organic product"- I always read labels
2	0	20	28	38	4	3
2.11	0	21.05	29.47	40.00	4.21	3.16

Source: Primary Data

Table 7, showed the closes statement showing about the respondent in term of environment, and mostly (54.74%) choose "Nature is the gift of God and a man should feel responsible for it and use it wisely".

Table 7. Environmental Opinions of Respondent

Which of the following statement is closest to you?						
God ordered a man to make the Earth dependent. Therefore, we can change or exploit it without any restriction	A man cannot use gifts of nature mindlessly, as their only Master of God	Nature is the gifts of God and a man should feel responsible for it and use it wisely	A man, as the most advanced creature, thanks to their intellect and dexterity, has the right to use the natural resources without any restriction	A man, as a moral being, should take care of the nature and use its abundance moderately	A man, like other species, is an element of the nature. Therefore, we should not place our needs higher than the needs of other creatures.	A man, like other species, is an element of the nature. Therefore, we should limit our needs.
7	3	52	8	11	6	8
7.37	3.16	54.74	8.42	11.58	6.32	8.42

Source: Primary Data

4.6. Discussion

It is easier to acquire environmental behavior if it frequently occurs in daily life. The fact that students were involved in daily activities like making sure they finished their meals without wasting them, as well as saving electricity, water, and paper, had an impact on how they behaved. Since they are not actively involved in or explicitly aware of environmental activities, students do not behave in an environmentally beneficial manner. The pollution that was obviously present in the area could be seen and felt. Climate change is a term used to describe when harm or a deterioration in environmental quality affects our environment and modifies the climate. Environmental facilities are lost and shrinking as a result of pollution. Environmental protection must be done immediately and urgently, however when compared to the advancement of economic, political, scientific, and technological

5. Conclusion and Implication

The study's findings are:

1. Students are more likely to practice environmental behavior when participating in activities that are highly integrated into their daily lives;
2. Students' environmental knowledge is demonstrated by the decline in environmental quality caused by human and natural activity; and
3. Pollution of the water, air, and soil damages and decreases the quality of the environment.
4. Using the environment for economic, political, or cultural objectives while still taking care of the environmental quality.

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