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Exploring the Pathways of Intention to Work in the Agribusiness Sector within a Green Economy Paradigm

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Abstract: The agricultural sector contributes to the success of the green economy by prioritizing sustainable and environmental friendly development. The agricultural sector is a potential sector for the development of main and secondary employment opportunities. Efforts to encourage the younger generation to work in the agricultural sector can contribute to the green economy and the achievement of national SDGs. The objective of this research is to identify the work intentions of the younger generation in the agribusiness sector. This research uses quantitative methods and employs SEM-PLS analysis techniques. Primary data was collected by distributing questionnaires to 152 student alumni from different departments in all universities in Indonesia. These alumni are from the class of 2017-2020. The results show a relationship between knowledge, academic support, and intention to work in the agribusiness sector. Academic support mediates the influence of entrepreneurial behavior on agribusiness work intentions. Likewise, agribusiness knowledge influences academic support through entrepreneurial behavior. The research results show that agribusiness education has a significant contribution in developing the interest of the younger generation to work in the sector. The government can increase the younger generation's interest in the agribusiness sector by integrating agribusiness education into secondary and higher education curricula. With government support and the contribution of the younger generation, the agribusiness sector can become a catalyst for green economic growth.

Keywords: Agricultural knowledge, Agribusiness, Green economy, SDGs, Young people

Introduction

The agricultural sector is the primary economic activity in most agrarian countries, including Indonesia. The agricultural sector contributes 12.53% of the country's total Gross Domestic Product (GDP) and ranks third after manufacturing and trade. Despite its third-place ranking, according to the Central Bureau of Statistics (BPS), the actual contribution of Indonesia's younger population to agricultural employment will only reach 21% in 2022. The agricultural sector also plays an important role in the green economy paradigm, particularly for the younger generation who prefer to work in the non-agricultural sector (Pawlak & Kołodziejczak, 2020). Agricultural or agribusiness sector businesses facilitate the realization of a green economy with the objective of achieving economic sustainability by reducing negative impacts on the environment (Boix-Fayos & De Vente, 2023; Çakmakçı et al., 2023). The implementation of sustainable agribusiness practices has the potential to reduce carbon emissions and increase carbon sequestration in the soil (Jat et al., 2022; Villat & Nicholas, 2024). The establishment of a sustainable agribusiness sector can enhance the productivity of food security and safeguard the environment (Korneeva et al., 2023). Furthermore, the existence of an agribusiness sector contributes to the

improvement of the economy and the welfare of individuals residing in rural areas by facilitating the expansion of livelihood opportunities. Consequently, there are sustainable benefits to be derived from the achievement of a green economy and the Sustainable Development Goals (SDGs). Conversely, the advancement of environmentally conscious agribusiness also serves to sustain natural ecosystems and biodiversity when the production process is conducted in a manner that minimizes the utilization of chemicals or inorganic materials.

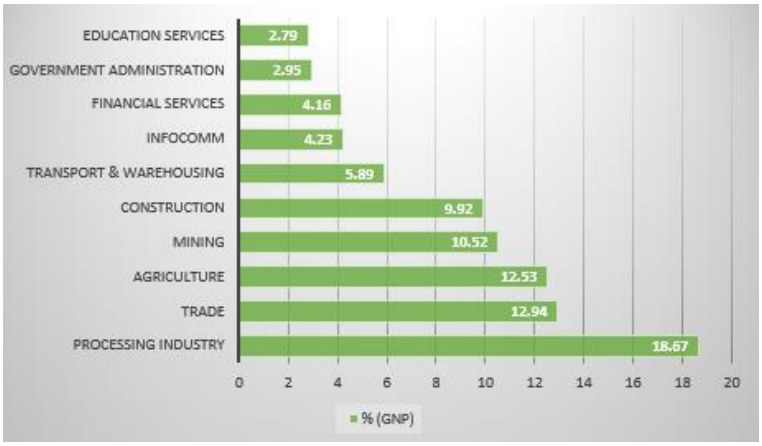

Figure 1. Tenth business sector with their contribution to Indonesia GNP's

In Indonesia, 38 million individuals are employed in the agricultural sector, with 80% of them being over the age of 45. According to statistical data, in 2020, the number of young people with an average age of 28 will reach 65 million. The younger population does not engage in agricultural activities. Consequently, the inclination of the younger generation towards agribusiness is relatively low. In this study, the term "agribusiness" encompasses the activities of both on-farm and off-farm workers. This study examines the intention to work in the agribusiness sector within the context of the Indonesian agricultural community, which is situated within the broader framework of the green economy paradigm. In 2022, the Agri Sustineri Indonesian Foundation (YASI) observed a low intention to work in the agribusiness sector, citing reluctance among the younger generation to address land issues, social reputation, natural and price risks, low income, and a lack of government incentives.

Nevertheless, the Indonesian government has implemented a program known as the "Youth Entrepreneurship and Employment Support Services (YEESS)" in collaboration with the International Fund for Agriculture Development (IFAD). The results of the 2022 Jakpat Survey by CNBC indicate that several factors contribute to the low intention of Generation Z (Gen-Z) to work in the agribusiness sector. Figure 2 illustrates that a considerable proportion of respondents (36%) perceive the agribusiness sector to be a high-risk environment in which to work. This paradigm is at odds with the objectives of the green economy. The younger generation is reluctant to work in agribusiness due to the risk of crop failure, particularly for novice farmers. Conversely, 23% of the younger generation indicated that there is no clear career path, 18% reported low income, 13% expressed a lack of appreciation, and 10% asserted that there is no guarantee with an agribusiness career.

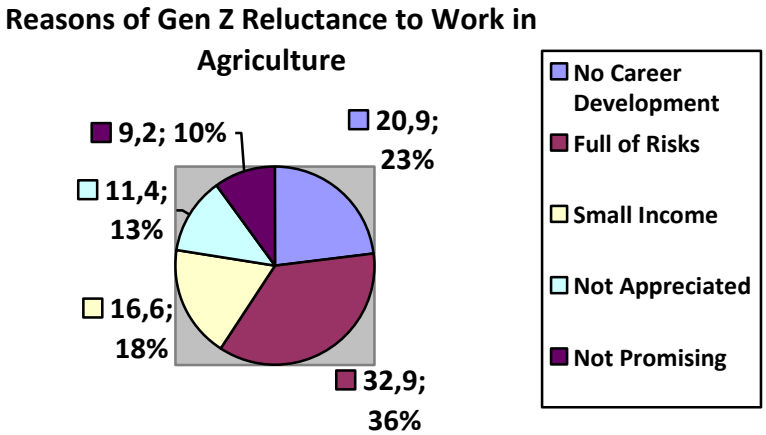

Figure 2. Reasons for gen-Z's reluctance to work in agribusiness

The young generation in Indonesia is now dominated by Gen-Z or people who were born in the period 1997-2012. Based on BPS (Central Bureau of Statistics) data, the total Gen-Z by 2023 reached 74.93 million people. Gen-Z with characteristics that are inseparable from technological advances and have a high level of environmental altruism has the potential to develop sustainable agribusiness towards a green economy (Pan et al., 2021). Based on the statement of the Agri Sustineri Indonesian Foundation (YASI), the Ministry of Agriculture, can carry out cross-ministerial cooperation with the Ministry of Education and Culture to encourage the attention of the younger generation to the agribusiness sector through several strategies, by 1) transforming agricultural vocational education, 2) creating agricultural youth entrepreneurship programs, 3) involving students, alumni, or Young Farmers in Ministry of Agriculture programs, 4) developing KUB or Joint Business Groups that focus on the agricultural sector, 5) creating training and internship programs for young farmers, and 6) optimizing agricultural extension workers in encouraging the interest of the younger generation. Some of the strategies described aim to regenerate farmers in Indonesia, which is dominated by elderly farmers with less productivity with more young people working in the agribusiness sector, it is not difficult to achieve a green economy and SDGs.

One strategy that encourages the younger generation to pursue an agribusiness career is through educational transformation (Consentino et al., 2023). Providing agribusiness education in the curriculum of higher education units has the opportunity to increase the intention of the younger generation, especially students to work in the agribusiness sector. Increasing the capacity of knowledge and skills received during agribusiness education encourages the younger generation to have a career in this sector (Anwarudin et al., 2019). The transformation of agribusiness education provides awareness of career opportunities in new sectors for the younger generation. The agricultural sector is also a flexible employment sector that can be used as a "slow work" job or side job for young people who choose to continue working in corporate institutions (Silvestre et al., 2024). Agribusiness education also shapes young people's attitudes and values towards sustainability and green economy clauses. It is the development of these attitudes and values that encourage them to work in the agribusiness sector. The agribusiness education transformation program will also encourage self-confidence or self-efficacy that makes young people moved to pursue careers in the agribusiness sector (Ikuemonisan et al., 2022).

In 2019, the Ministry of Agriculture developed the Millennial Agricultural Entrepreneurship Development program for the period 2020-2024 with the objective of facilitating the employment of 2.5 million young Indonesians in agribusiness activities across the country. This program is part of the government's efforts to implement agribusiness education and training, with the intention of encouraging the younger generation to pursue careers in this field. The program's targets include students, alumni of agricultural vocational education, and university partners. Consequently, this research has an aligned objective: to factually explore the intention of the younger generation to work in the agribusiness sector, with several influencing factors taken into considered. These include agricultural knowledge and academic support, which shape the behavior of individuals towards the agribusiness sector. Moreover, this research is aligned with the focus of the Ministry of Agriculture and BPPSDMP (The Agricultural Extension and Human Resource Development Agency is an Echelon I Work Unit in the Ministry of Agriculture that has a mandate to prepare professional, independent, competitive and entrepreneurial agricultural human resources) on exploring strategies for regenerating farmers, creating technology-adaptive agribusiness entrepreneurs, and developing new jobs.

State of Arts

Previous research conducted by Athuman (2023) analyzed a study at Sokoine University of Agriculture and demonstrated that students' perceptions of agribusiness prospects in Tanzania influence their intention to participate in agribusiness work (Athuman, 2023). Conversely, demographic factors, including age, marital status, place of residence, parents' educational background, practical experience in agriculture, and tolerance for risk, have been identified as significant predictors of students' intention to pursue careers in agribusiness upon graduation. Another study conducted by Valcin (2024) in Haiti revealed that the agricultural sector presents both challenges and opportunities for entrepreneurial innovation. The concept of entrepreneurship in Haiti demonstrates that entrepreneurship encourages young people to establish independent businesses, particularly in the context of risk-prone agribusiness. Another study conducted by Roy (2023) demonstrated that education, practical experience, and an understanding of the potential of agribusiness can enhance the interest of young people in pursuing a career in the agribusiness sector. The training practices employed in agribusiness effectively provide students with the requisite experience and information to enable them to appreciate the potential of agriculture as a pathway to work independently after graduation (Pliakoura et al., 2020; Rasanjali et al., 2021). This research specifically considers the variables of students' agricultural knowledge and academic

support in order to provide a factual assessment of the correlation between these factors and the intention of Indonesia's young generation to pursue a career in agribusiness.

Agricultural Knowledge

It is evident that knowledge and innovation play a pivotal role in assisting farmers and rural communities in addressing significant challenges. Agricultural knowledge encompasses the literacy of individuals and their awareness of matters related to agriculture (Vallera & Bodzin, 2016). Following the conclusion of the Second World War, the United States experienced a period of dependence on agrarian traditions, or what is referred to as "close identification with a common culture and agrarian heritage" (The World Commission, 1987). This gave rise to a similar sense of agricultural literacy, derived from a deep familiarity with the production, distribution, and use of agricultural products. The process of internalizing agricultural literacy is also evident in Indonesia through the PUSTAKA Agrarian Literacy Movement program, which commenced in early 2020. The objective of this program is to foster a high level of agricultural literacy among individuals, thereby enabling them to appreciate the economic, social, and environmental importance of agriculture to society. The existence of agricultural knowledge encourages the younger generation to become involved in modern agricultural production (Borda et al., 2023). Consequently, a high level of agricultural knowledge will result in the younger generation being motivated to pursue a career in sustainable and modern agribusiness.

Academic Support

Academic support is defined as a form of assistance provided to students to facilitate successful studies at higher education institutions (Johnson et al., 2022). Academic support may take the form of academic guidance, training programs, access to educational resources, skills training, employment networks, and career assistance (Martirosyan et al., 2019). Academic support can facilitate improvements in learning abilities, academic achievement, and student motivation (Dumitru et al., 2024). Academic support, as a form of service provided by educational institutions to students, has the potential to increase their intention to pursue careers in vital sectors of the state, including the agricultural sector.

Research conducted by Esters and Bowen (2005) indicates that mentoring and career guidance programs offered by universities facilitate students' comprehension of the diverse opportunities within the agribusiness sector, thereby enhancing their likelihood of pursuing a career in this field. As demonstrated by Zhang (2016) and Shi (2024), the provision of practical skills training, encompassing laboratory processes, field practices, and agribusiness projects, enables students to gain hands-on experience that aligns with the demands of the workplace (Shi et al., 2024; Zhang et al., 2016). Consequently, the implementation of skills training can enhance students' confidence and work readiness in the agribusiness sector. Moreover, research by El Bilali and Allahyari (2018) and Yu (2024) indicates that information and communication technology plays a pivotal role in providing access to information such as databases, scientific journals, and online learning resources that are pertinent to agribusiness students (El Bilali & Allahyari, 2018; Yu et al., 2024).

Hypothesis and Theoretical Framework

The hypothesis of this study is based on previous research and the Theory of Planned Behavior by Ajzen, 1991. TPB has three assumptions where attitudinal factors determine a person's entrepreneurial intention and behavior, namely subjective norms, perceived behavioral control, and attitudes towards these behaviors (Bayona-Oré, 2023). This research refers to Davidsson's (1995) intention model where economic-psychological factors influence individuals to engage in the business world. The model used by Luthje and Franke (LFM) also investigates the determinants of business intentions and the environment (Maheshwari, 2023). Based on previous research by Valcin (2024) and Al Qadasi (2023) through testing important environmental factors such as entrepreneurial finance, entrepreneurial social networks, and the availability of business information to determine the intention to do business and work in certain sectors (Valcin et al., 2024). Research conducted by Tindinwensi (2023) states that knowledge of business plans also affects students' decisions to create businesses (Tindiwensi et al., 2023). Other research conducted by Tamar (2020) shows that agricultural knowledge increases one's intention toward real practice awareness in the same sector (Tamar et al., 2020). In this study, the TPB and LFM models are combined as a basis for testing the intention to work in the agribusiness sector. So the hypothesis that is compiled based on this concept is:

H1. Agricultural knowledge has a positive effect on the intention to work in the agribusiness sector.

In previous research conducted by Roy (2023) on 323 agribusiness students in various Bangladeshi universities showed that facility conditions, resources, and Perceived Organizational Support (POS) had a significant effect on ACI (Agribusiness Career Intention) (Roy, 2023). POS is formed through academic support that focuses on delivering knowledge, entrepreneurial skills, and business idea development support (Roy, 2023; Saeed et al., 2015). Individual business intentions can arise due to the encouragement of perceived support. Academic support such as the provision of facilities and resources from the government and educational institutions has a major influence on the career intentions of the younger generation. Research conducted by Obayelu & Fadele (2019) shows that the lack of agricultural funding has an impact on the low interest of young people in the agricultural sector (Obayelu & Fadele, 2019). On the other hand, research by Sondari (2014) and Nabi & Linan (2011) shows that academic facility support in the form of training or practical entrepreneurship education is positively correlated with agribusiness career intentions (Nabi & Liñán, 2011; Sondari, 2014).

H2. Academic support is positively correlated with agribusiness career intentions.

Agricultural knowledge can be in the form of agricultural literacy or basic theoretical individual awareness of matters related to agriculture (Specht et al., 2014). This research refers to agricultural knowledge that includes aspects of agricultural technology innovation, factual conditions of the agricultural sector in Indonesia, and awareness of the regeneration of young farmers. Referring to previous research conducted by Sher et al (2019) on farmers in Punjab, Pakistan shows that there is a correlation between education and agricultural entrepreneurship knowledge on individual business behavior. In particular, agricultural knowledge can encourage the adoption of individual agribusiness business practices in the future (Sher et al., 2019). On the other hand, agricultural knowledge encourages the innovation and creativity behavior of individuals in business. Agricultural knowledge also encourages young people to be more responsive in conducting risk management planning as embodied in the behavior of business people (Girdziute et al., 2022). Agricultural knowledge also provides awareness of individual business behavior in terms of productivity and efficiency through the use of modern technology (Abiri et al., 2023).

H3. Agricultural knowledge is positively correlated with entrepreneurial behavior.

Entrepreneurial behavior can be in the form of attitudes, actions, and processes carried out in implementing business ideas (Syahroni et al., 2021). Entrepreneurial behavior includes innovative, creative behavior, risk management, and one's ability to recognize business opportunities (Dada et al., 2023; Malibari & Bajaba, 2022). The provision of entrepreneurial behavior in the younger generation strongly encourages the provision of effective academic support by educational institutions. In this study, entrepreneurial behavior is related to program development or curriculum structure development of agricultural education as a transdisciplinary course for students. Entrepreneurial behavior also drives product incubation and startup development projects between industry and academia (Gaspar Pacheco et al., 2024). With strong entrepreneurial behavior the younger generation will expand the network of business professionals who encourage the provision of academic support for educational institutions in agricultural empowerment. Research by Saha (2022) shows that innovation and development of academic education shape the entrepreneurial ecosystem (Adams et al., 2023).

H4. Entrepreneurial behavior is positively correlated to agribusiness academic support.

There are 4 main hypotheses in this study, two of which examine the effect of knowledge and academic support of agribusiness-on-agribusiness career intentions. In addition, there are two hypotheses of the influence of the mediating variables of entrepreneurial behavior and academic support. Young people with high entrepreneurial behavior are more likely to take advantage of academic support related to agribusiness. With entrepreneurial behavior, the younger generation is more dexterous in taking initiatives related to agribusiness. Educational institutions that realize that students have strong entrepreneurial behavior will provide more adequate academic support. So, entrepreneurial behavior acts as a mediator of the effect of agricultural knowledge on academic support (Ataei et al., 2024; Ganbat et al., 2023; Ku. Behera et al., 2023).

H5. Entrepreneurial behavior mediates the effect of agricultural knowledge on academic support

Academic support provides the necessary resource facilities for developing skills and knowledge in the agribusiness sector. With academic support, students who have graduated can expand their professional network as an agribusiness career prospect. A strong entrepreneurial attitude supported by positive academic facilities

will certainly increase alumni intentions to engage in agribusiness careers (Chen, 2024; Cui et al., 2021; Valcin et al., 2024).

H6. Academic support mediates the effect of entrepreneurial attitudes on agribusiness career intentions.

Method

Research Design

This research employs a quantitative methodology with a descriptive approach, utilizing a Structural Equation Model (SEM) and Partial Least Squares (PLS) analysis technique. The primary objective of this research is to analyze the direct and indirect relationships between variables X1 (Agricultural Knowledge) and X2 (Academic Support) on Y (Agribusiness Work Intention) and to analyze the effect of X1 (Agricultural Knowledge) on Z (Entrepreneurial Behavior) and the correlation of variable Z (Entrepreneurial Behavior) on X2 (Academic Support). [Figure 3].

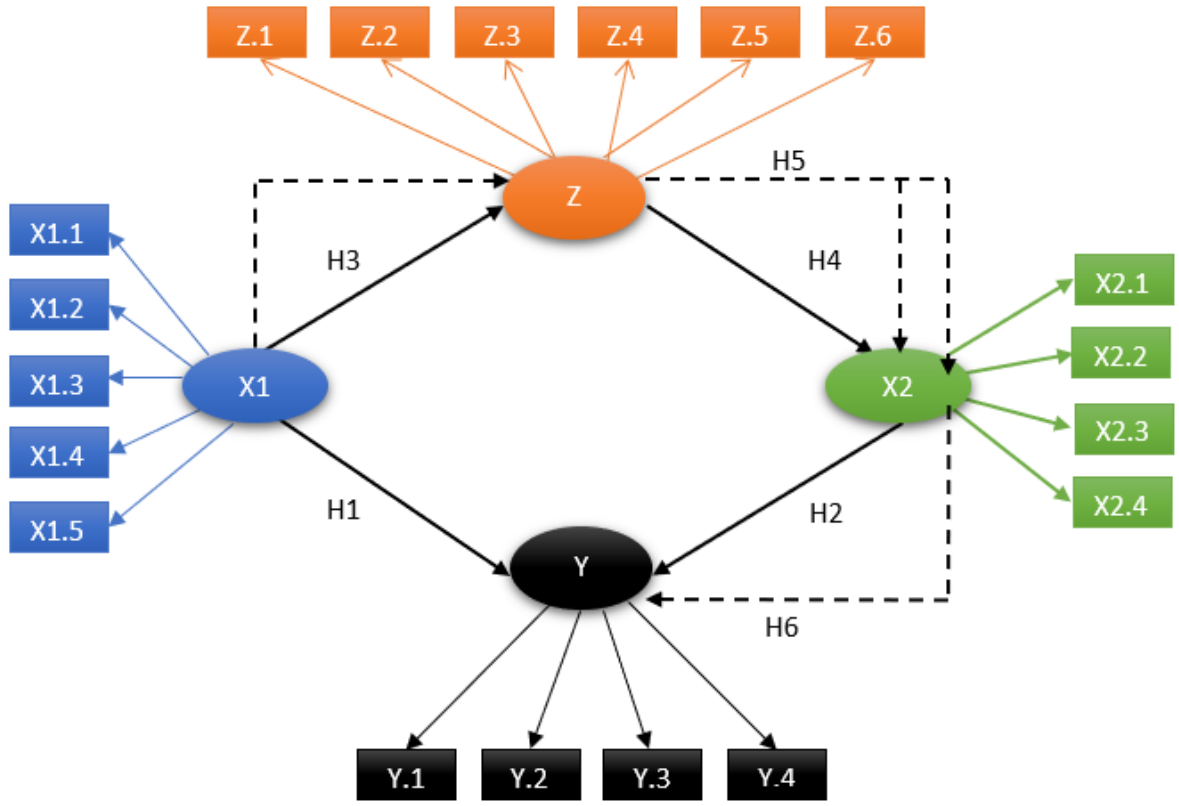

Figure 3. SEM Model

Population, Respondent Sample, and Research Instruments

The population of this study is based on BPS data, with a total of 452,713 undergraduate, master's, and doctoral graduates. As the purpose of this study, the author narrows the population only to undergraduate graduates at all universities in Indonesia. Kline (2005; 2016) and Memon (2016) suggest that a total sample for SEM with a number less than 100 is considered small, a sample of 100-200 is considered medium, and a sample of more than 200 is considered large (Kline, 2016; Memon, 2016). Therefore, with a very large population and Kline's (2005) theory, the researcher took a random sampling technique with a medium sample size, namely between 100 and 200 respondents.

This research was conducted in Indonesia on alumni students at 37 public and private universities. Primary data was collected through online questionnaire distribution and data support from BPS and the Ministry of Agriculture. A total of 152 respondents were selected as alumni respondents of public and private universities in

Indonesia. Regarding the research instrument, the researcher designed 7 alternative answers to statements using the Likert scale. There are 26 statements of questionnaire instruments distributed to respondents (Table 1).

Table 1. Research Instruments SEM Model

Latent Variable	Indicators	Question
X1. Agriculture Knowledge (Ridha, 2017)		X1.1 Agribusiness can increase Indonesia's economic development X1.2 Agribusiness knowledge capacity encourage Intention to work in Agribusiness Sector X1.3 The young generation 's agribusiness knowledge can develop national economy and farmers X1.4 The Agribusiness sector has potential and future prospects X1.5 Modern agribusiness technology can support food security X1.6 The Majority of farmers are over 50 years old, so the regeneration of young farmers is needed
Latent Variable	**Indicators**	**Question**
X2. Academic Support (Saeed, 2015)	Educational Support (ES)	X2.1 University major provide knowledge in doing agribusiness X2. 4 University facilities help increase entry into the agribusiness sector
	Business Development Support (BDS)	X2.3 Many people with tertiary education do agribusiness
	Concept Development Support (CDS)	X2.2 University provides students with research about agribusiness X2.5 Current level of education will increase readiness to conduct and develop agribusiness
Y. Agribusiness Intention Career (Amankwah, 2021)	Desires	Y1.1 Agribusiness technology innovation increases job opportunities Y1.4 Interest in everything about agribusiness
	Preference	Y1.2 Poor technological innovation in agribusiness affects agribusiness career intentions
	Plans	Y1.3 Knowledge capacity encourages starting an agribusiness plan
	Behavior Expectancies	Y1.5 Family works in the agribusiness sector Y1.6 Family encourages becoming an agricultural entrepreneur Y1.7 Business network encourages the spirit of becoming an agripreneur
Z. Entrepreneurship Behavior (Behera, 2023)	Social Networking and Collaboration	Y2.1 Ability to use networks for business Y2.6 Ability to obtain business investors Y2.7 Ability to use external resources for business Y2.8 Ability to expand business investor network
	Innovation and Creativity	Y2.2 Ability to use IT for business Y2.3 Knowledge and technology become the main capabilities of the business
	Managerial Capabilities	Y2.4 Ability to manage funds for business Y2.5 Ability to obtain financing for business

Results and Discussion

General Overview of Respondents

Based on the results of the research, the general information of the respondents includes the origin of the university, the major taken, and the year of entry. As the purpose of this research, the year of entry chosen is from 2020 to 2017 or it is assumed that the respondents are alumni from various universities who have worked or are in the process of looking for work. The students selected are also part of Gen Z or the younger generation born between 1997 and 2010 (Table 2).

Origin of University

There are 37 universities, both private and public, which are the respondents of the study. The majority of 56 respondents or 36.84% came from Malang State University. Followed by 17 respondents or 11.18% from Brawijaya University, and as many as 10 respondents or 6.58% from Gadjah Mada University. While the minority of respondents as much as 1 respondent among them came from IAIN Salatiga to UPN Jatim.

Table 2. College origin, study major, and year of entry

College Origin Repsondents								
College Origin	**Total**	**%**	**College Origin**	**Total**	**%**	**College Origin**	**Total**	**%**
UM	56	36.84	ISI Surakarta	2	1.32	UNIV 45 Surabaya	1	0.66
UB	17	11.18	ITS Surabaya	2	1.32	UDINUS	1	0.66
UGM	10	6.58	Poltek Surabaya	2	1.32	UNISBA	1	0.66
UNISMA	7	4.61	Poltek Malang	2	1.32	UNISJE	1	0.66
Polkesma Malang	6	3.95	UNISKA	2	1.32	UNISLA	1	0.66
BINUS Malang	4	2.63	UNMER	2	1.32	UNIKA Surabaya	1	0.66
Poltek Jember	4	2.63	UNS	2	1.32	Universitas Ma Chung	1	0.66
IAIN Kediri	3	1.97	UT	2	1.32	UMM	1	0.66
PKN STAN	3	1.97	IAIN Salatiga	1	0.66	UNNUS Kediri	1	0.66
UI	3	1.97	STIE Mojokerto	1	0.66	UNPGRI Surabaya	1	0.66
UNAIR	3	1.97	STIE Mahardika	1	0.66	USR Surakarta	1	0.66
UNEJ	3	1.97	STIKES PPNI	1	0.66	UNIVET Sukoharjo	1	0.66
						UPN Jatim	1	0.66
Study Major Respondents								
Major	**Total**	**%**	**Major**	**Total**	**%**	**Major**	**Total**	**%**
Econ Dev.	25	16.45	Psychology	4	2.63	Archivist	1	0.66
Education	24	15.79	Administration	3	1.97	Guidance Counselling	1	0.66
Accounting	19	12.50	Agronomy	3	1.97	Biotechnology	1	0.66
Management	9	5.92	Design	3	1.97	Digital Business	1	0.66
Engineering	9	5.92	Biology	2	1.32	CEB	1	0.66
Nutrition	7	4.61	Agricultural Cultivation	2	1.32	English Language	1	0.66
Agriculture & Agribusiness	6	3.95	Catering	2	1.32	Sharia Economics	1	0.66
Library	5	3.29	Nursing	2	1.32	IR	1	0.66
Agribusiness	4	2.63	Tax	2	1.32	Medicine	1	0.66
Business Creation	4	2.63	Health	2	1.32	Statistics	1	0.66
Law	4	2.63	Agrotechnology	1	0.66			
Year of Entry Cohort			**Total**			**%**		
2017			6			3.95		
2018			43			28.29		
2019			81			53.29		
2020			22			14.47		

Origin of Alumni Majors

There are 32 respondents from various diverse majors. There were 19 respondents or 10.58% of the total sample who came from majors related to agribusiness, agrotechnology, agricultural cultivation, and agronomy. The majority of respondents as many as 25 alumni or 16.45% came from development economics majors, followed by education majors as many as 24 respondents or 15.79%, and continued with as many as 19 respondents or 12.50%. The minority of respondents were 1 respondent each from the archivist, counseling guidance, biotechnology, digital business, computer e-commerce & business, English language, Islamic economics, international relations, medicine, and statistics.

The origin of the alumni generation, in this case, 4 years of alumni entry was selected starting from 2020 to 2017. So, it is assumed that the student has graduated or has just entered the workforce after 4 years of undergraduate study. The minority of student alumni came from the 2017 entry class as many as 6 people or 3.95%. Followed by student alumni from the 2018 entry year as many as 43 respondents or 28.29%, and as many as 22 respondents came from the 2020 entry year or 14.47%. Meanwhile, the majority of respondents as many as 81 people or 53.29% came from the 2019 entry class.

Descriptive Analysis

Descriptive analysis aims to show that respondents have a high average level of significance for the construct variables, namely agricultural knowledge, academic support for agribusiness, entrepreneurial behavior, and intention to work in agribusiness. The interpretation of the descriptive data results is evidenced as follows.

- Respondents have a high level of initial knowledge and awareness of agribusiness. Agricultural knowledge centered on the general condition of agribusiness in Indonesia and the contribution of young farmer regeneration in the development of the agricultural sector.

- Respondents were adequately or moderately supported by academic support in terms of training, agribusiness research guidance, and surface agribusiness education. On the other hand, academic support is at an intermediate level influenced by the background of respondents' majors, not all of whom come from agribusiness study programs.

- Respondents have the intention to work in agribusiness at a moderate level. This is also supported by academic support for individual agricultural knowledge. However, high agricultural knowledge alone is not enough to increase the contribution of the younger generation to work in the agribusiness sector.

- Respondents have high entrepreneurial behaviors and attitudes in terms of managerial skills, ability to manage networks, and product innovation. Entrepreneurial behavior is also directly supported by high agribusiness sector knowledge. The results of using descriptive statistical techniques ranging from percentages, averages, and standard deviations are as follows. [Table 3]

Table 3. Descriptive data

Variable	Mean	Std. Dev	Interpret	High	Low	Median	Mode
X1	27.67	4.81	High	35	6	28	29
X2	20.26	6.54	Medium	35	5	21	25
Y1	30.30	6.50	Medium	49	11	30	29
Y2	40.34	8.45	High	56	12	40	44

Validity and Reliability Test

Latent variables in the construct, namely agricultural knowledge, academic support, intention to work in agribusiness, and entrepreneurial behavior have alpha coefficients of more than the threshold value, which means they are reliable for use in SEM analysis. The alpha value of the agribusiness work intention variable is the smallest value while the entrepreneurial behavior variable has the largest alpha value which is 0.697 and 0.914 respectively. In addition, all items of construct variables have a correlation value of more than 0.30, which means they are valid for use in SEM analysis. [Table 4]

Table 4. Validity & reliability test

Latent Variable	Code	Correlation	Latent Variable	Code	Correlation
Agribusiness	PA01	0.737	Academic Support	DA01	0.780
Knowledge (X1)	PA02	0.715	(X2)	DA02	0.798
a= 0. 809	PA03	0.762	a= 0.827	DA03	0.691
	PA04	0.784		DA04	0.781
	PA05	0.768		DA05	0.797
Agribusiness Carrer	IB01	0.617	Entrepreneursip	KE01	0.756
Intention (Y)	IB02	0.463	Behavior (Z)	KE02	0.782
a= 0. 697	IB03	0.637	a= 0.914	KE03	0.751
	IB04	0.764		KE04	0.816
	IB05	0.472		KE05	0.845
	IB06	0.485		KE06	0.777
	IB07	0.726		KE07	0.817
				KE08	0.772

Outer Model and Inner Model Analysis

Outer model analysis reflects the relationship between latent variables and their indicator variables. Researchers use Composite Reliability (CR) and AVE analysis for each latent variable with a prerequisite for internal consistency if the AVE is equal to 0.50 or more than 0.50 and CR is equal to 0.708 or more than 0.708. Loading factors also meet the prerequisites for construct specifications if they are significant. From a total of 26 statement items, a filtration process was carried out including VIF testing on several items so that 19 credible items remained for SEM testing. Overall latent variables based on the results of the SmartPLS analysis. 3.0, shows that the AVE value meets the prerequisite threshold ≥ 0.50 and the AVE value meets the standard threshold ≥ 0.708. All latent variables also have significant or quasi-significant loading factor values, which means that the entire construct model is worth analyzing. [Table 5]

Table 5. Outer Model Analysis

Latent Variable	AVE	CR	Code	*Loading Factor*	p-Value
Agribusiness Knowledge	0.656	0.884	PA01	0.702	0.000
			PA02	0.751	0.000
			PA03	0.758	0.000
			PA04	0.790	0.000
			PA05	0.754	0.000
Academic Support	0.596	0.853	DA01	0.780	0.000
			DA02	0.756	0.000
			DA04	0.846	0.000
			DA05	0.853	0.000
Agribusiness Carrer Intention	0.639	0.914	IB01	0.680	0.000
			IB03	0.688	0.000
			IB04	0.896	0.000
			IB07	0.802	0.000
Entrepreneurship Behavior	0.565	0.866	KE01	0.792	0.000
			KE02	0.792	0.000
			KE04	0.828	0.000
			KE05	0.847	0.000
			KE06	0.778	0.000
			KE09	0.756	0.000

The inner model represents the causal relationship between related latent variables. Inner model assessment is done by analyzing AVE and coefficient of determination (R2), significance of path value, and GoF. Through the use of the GoF formula by Tenenhaus (2005): (Tenenhaus et al., 2005)

$$GoF = (AVE\ X\ R^2)^{0.5}$$

Then the GoF value of all construct variables is more than equal to 0.36 and 0.25. If it is concluded that the constructed model exceeds the threshold of large (≥ 0.36) and medium (≥ 0.25) categories that the overall

variables of agricultural knowledge, academic support, agribusiness work intention, and entrepreneurial behavior have a good fit with the data, AVE (measurement), and R2 (structural relationship). The structural model with estimates for these relationships is shown in Table 6.

Table 6. Inner model analysis

Latent Variables Construct	Items Total	R^2	AVE	GoF	Cut of Value	Annotation
Agribusiness Knowledge	5	0.831	0.656	0.738	0.738 ≥ 0.36	Large GoF
Academic Support	4	0.134	0.596	0.282	0.282 ≥ 0.25	Medium GoF
Agribusiness Carrer Intention	4	0.704	0.639	0.670	0.670 ≥ 0.36	Large GoF
Entrepreneurship Behavior	6	0.210	0.565	0.344	0.344 ≥ 0.25	Medium GoF

Discussion

The results of SEM data analysis show that H1, H2, H3, H4, H5, and H6 as a whole reject H0, which means that the entire model in the hypothesis shows significant results both directly and indirectly. This shows that in H1, agricultural knowledge has a positive effect on agribusiness career intentions. The research results support the study conducted by Tindinwensi (2023) which shows that knowledge of a business sector can encourage business idea decisions. Knowledge as part of the information capacity of the younger generation towards the agricultural sector encourages their desire for a career in agribusiness. In H2, academic support positively and significantly affects the intention to work in agribusiness. The results of this study are in accordance with Roy's research (2023) where Perceived Organizational Support (POS) has a significant positive effect on ACI (Agribusiness Career Intention). The provision of adequate facilities and curriculum structure stimulates the younger generation to choose a career in agribusiness. The provision of transdisciplinary agribusiness courses that are accessible to all majors, agribusiness incentive programs, and influencer and interstate collaborations are also attractive strategies for the younger generation to enter the agricultural workforce. [Figure 3] [Table 7]

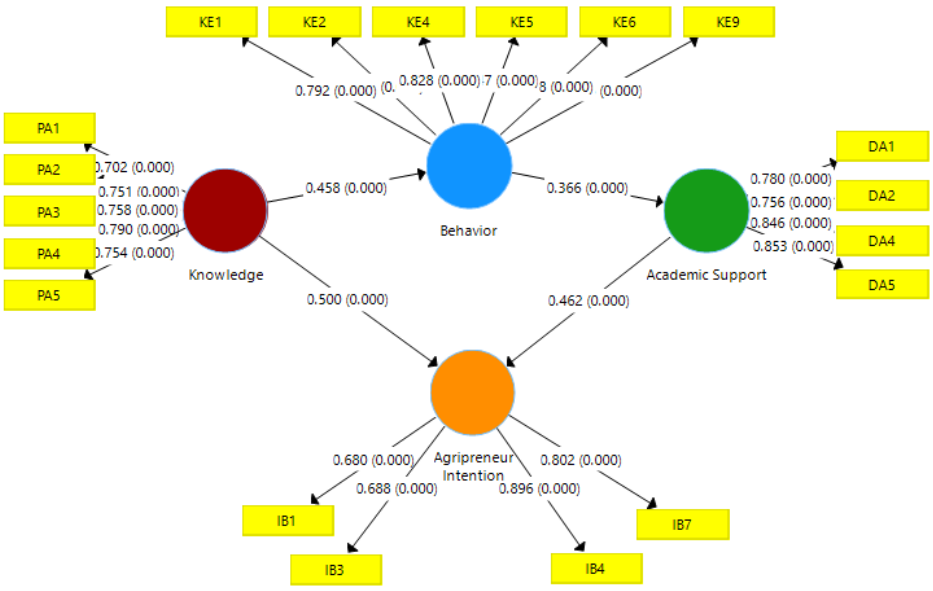

Figure 4. Path SEM analysis result

In H3, agricultural knowledge positively influences entrepreneurial behavior. Entrepreneurial behavior specifically measured by the ability of young people to build networks or connections, managerial skills, and the ability to create innovations are influenced by the knowledge capacity they have. This supports Sher's (2019) research where agricultural knowledge will shape the awareness of individual entrepreneurial behavior in terms of innovation through the use of modern technology. In H4, it shows that there is a significant positive effect of entrepreneurial behavior on academic support. The results support the study of Saha (2022) where the development of academic education forms an entrepreneurial ecosystem. H5 shows that entrepreneurial behavior is a positive mediator of the effect of agricultural knowledge on academic support. The results support the studies conducted by Behera (2023), Ganbat (2023), and Ataei (2024). The agricultural knowledge of the younger generation shapes behavioral awareness and entrepreneurial attitudes which in turn influence the

initiatives of higher education institutions in the provision of agribusiness-related facilities (Boye et al., 2024). By providing academic support, educational institutions can produce graduates of young agripreneur candidates in the country's economic ecosystem. H6 shows that academic support is a positive mediator of the effect of entrepreneurial behavior on agribusiness work intention. This supports the studies of Chen (2024), Valcin (2024), and Cui (2021) where a strong entrepreneurial attitude supported by positive academic facilities will encourage the intention of the younger generation to pursue a career in agribusiness.

Table **7**. SEM analysis result

	Original Sample (O)	**Sample Average (M)**	**STDEV**	**T Statistics**	**p Values**	**Decision**
H1	0.500	0.506	0.054	9.236	0.000	Accepted
H2	0.462	0.456	0.064	7.196	0.000	Accepted
H3	0.458	0.468	0.078	5.855	0.000	Accepted
H4	0.366	0.379	0.075	4.891	0.000	Accepted
H5	0.168	0.179	0.055	3.040	0.002	Accepted
H6	0.169	0.171	0.034	4.937	0.000	Accepted

Exploring the Pathways of Agribusiness Career Intention within a Green Economy Paradigm

A green economy has various paradigms but is often defined as an economic system that focuses on improving human welfare, and social equality, preventing environmental risks, and ecological scarcity (Georgeson et al., 2017; Kasztelan, 2017; Wilson, 2024). Indonesia as a developing country has the same global ideals and expectations as other countries to create a green economy paradigm. Provisions to realize the green economy paradigm can be achieved in various ways, one of which is by developing the agricultural sector which is in direct contact with natural ecosystems and the environment. Indonesia with its agricultural potential and suitable climatic conditions can take efficient strategies by empowering the younger generation to engage in agribusiness (Haryati et al., 2024). Developing successful young agripreneurs is not easy, changing the perspective that the agribusiness sector is high risk in Gen Z and Millennials requires various effective ways. As such, this research seeks to uncover the factors that drive young people's intention to pursue a career in agribusiness. Agricultural knowledge in the younger generation is not enough to encourage agribusiness career intentions. Agricultural knowledge will eventually become mere knowledge without a strong desire to learn more about career paths in it (Ridha et al., 2017). Various studies examine the effectiveness of knowledge in encouraging intentions, such as Tamar's (2020) research that knowledge of environmental issues does not always encourage individuals to act in a pro-environmental behavior. Israr's (2020) research also shows a similar thing where academic knowledge does not always predict the intention to work in a field similar to their studies (Israr & Saleem, 2018). Agricultural knowledge is an intermediate factor that influences young people's agribusiness career intentions. There are other important components that drive their decisions in determining their future careers. Other factors such as personal interests, perceptions of the agribusiness field, social support, and practical barriers contribute greatly to the direction of individual career development (Mulema et al., 2021).

Academic support can be defined as an external or social factor that facilitates the process of determining an individual's future career direction (Xia et al., 2020). Institutions of higher learning that are attuned to the needs of their students and proactive in offering services can provide career exploration assistance, particularly to those interested in pursuing a career as an agripreneur in their early years. The provision of transdisciplinary course services that are accessible to students and the general public represents an effective form of academic support. The incorporation of educational curriculum structures in the form of courses and practicums is not only endorsed by universities but also by the central government as part of the development of youth employment (Anjum, 2020). Conversely, academic support in the form of free training and seminars with resource persons who are practitioners or successful farming pioneers is believed to be capable of encouraging the younger generation to aspire to become agripreneurs. Nevertheless, personal attitudes and preferences represent the initial conditions for the emergence of agribusiness career intentions (Sargani et al., 2020). If an individual exhibits a robust entrepreneurial disposition and a pronounced personal inclination towards agribusiness, it is not implausible for agribusiness career intentions to emerge. It is evident that there are other factors that influence young people's intentions to pursue careers in agribusiness that have not yet been fully elucidated. Nevertheless, the conjunction of agricultural expertise, agribusiness academic guidance, and robust entrepreneurial spirit represents a potential avenue for cultivating agribusiness career aspirations, thereby advancing the national transition towards a green economy.

Conclusion

Path analysis of factors forming agribusiness career intentions can be positively influenced both directly and indirectly by agricultural knowledge, academic support in agribusiness, and entrepreneurial behavior. The combination of these three factors significantly encourages the intention of undergraduate graduates, especially Gen Z, to work in the agribusiness sector. The development of young agripreneurs in Indonesia is faced with challenges and obstacles, one of which is the perspective of the younger generation regarding agriculture which is high risk and low income. This is a long-standing issue that requires a solution from the root of the problem itself. The process of equitable distribution of subsidies for farmers is poorly monitored or cut during fund planning at the local government is a crucial problem that discourages the younger generation from pursuing a career in the agribusiness sector. One way to restore the image of the agricultural sector is through collaboration between universities and the central government to provide academic support in the form of public and open courses for alumni and the public regarding the agribusiness sector. In addition, integration with social media to AI is a strategy to introduce agribusiness that is more easily accepted by the younger generation. Of course, if the issue of inequality in agricultural subsidies is resolved, accompanied by an efficient academic support strategy, an entrepreneurial attitude pattern will be formed in the younger generation. Strong entrepreneurial attitudes and behaviors will encourage the younger generation, especially undergraduate graduates, to place agribusiness as a main or side job choice for future investment. The development and empowerment of successful young agripreneurs have a major contribution not only as farmers but also creators, managers, developers, suppliers and global exporters. Thus, the intention to work in agribusiness in creating young agripreneurs is a shortcut to various national goals ranging from achieving food security, food self-sufficiency, farmer regeneration, and economic sector diversification, to a green economy towards achieving global SDGs.

Recommendations

The recommendations of this research are formulated based on the factors that shape the intention to work in agribusiness in the younger generation, especially for Gen Z undergraduate alumni in various universities. The main shaping factors of agribusiness career intention are the individual's attitude and knowledge as well as external factors such as academic support. Both internal and internal factors provide an effective combination for the formation of the intention to work in agribusiness in the younger generation. The role of the academic environment such as universities, family and social environment is the main framework for determining individual intention decisions towards agribusiness. The central government, regional governments, and universities can collaborate to facilitate the provision of general agribusiness courses. On the other hand, the need for intensive assistance for students with a family background of farmers is an opportunity to increase the intention of an agribusiness career. Not only that, solving structural issues in agriculture and the agribusiness paradigm of the younger generation must be the focus of the central government as the main stimulus to encourage individual awareness to view agriculture better. This research is only limited to analyzing the pathways that affect individual agribusiness work intention through 3 factors only so that further research is needed on similar topics that validate, develop, reject, or update. Other researchers interested in similar topics can take other internal factors such as environmental values and individual modernity. Other researchers can also add other external factors such as agribusiness promotion through social media, family background, and utilization of digital agribusiness technology.

Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in EPESS Journal belongs to the authors.

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