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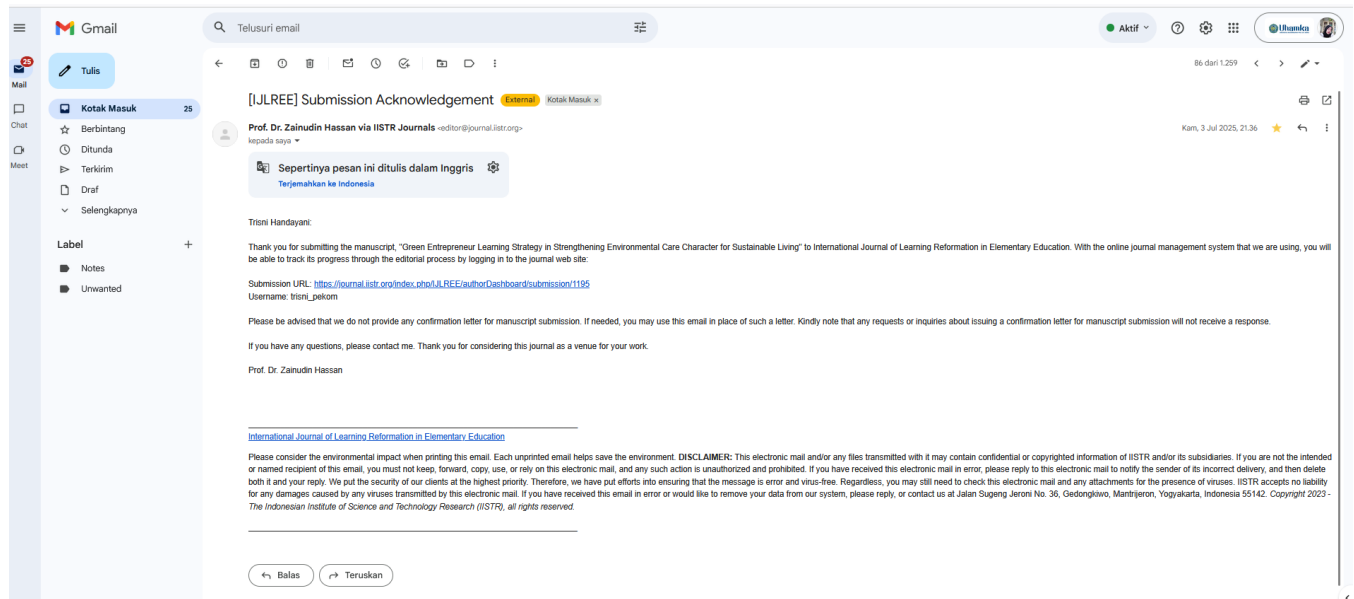
Judurl Artikel : **Green Entrepreneur Learning Strategy in Strengthening Environmental Care Character for Sustainable Living**

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Penulis : Trisni Handayani*, Anindita Ramadhani

No	Prihal	Tanggal
1	Bukti Konfirmasi submit	03 Juli 2025
2	Bukti konfirmasi review dan hasil review A pertama	01 September 2025
3	Bukti konfirmasi review dan hasil review B pertama	01 September 2025
4	Bukti konfirmasi review dan hasil review kedua	12 September 2025
5	APC dan Copyediting	12 September 2025
6	Tahap Produksi oleh Editor	2 Oktober 2025
7	Article has been published	2 Oktober 2025



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7037 Hasil_TURNITIN_Trisni.pdf	July 3, 2025	Other

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Round 1

Round 1 Status
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Notifications

[IJLREE] Editor Decision 2025-09-01 08:40 AM UTC

[IJLREE] Editor Decision 2025-09-12 11:35 AM UTC

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Notifications

[IJLREE] Editor Decision
2025-09-01 08:40 AM UTC

Dear Trisni Handayani, Anindita Ramadhani,

We have reached a decision regarding your submission to International Journal of Learning Reformation in Elementary Education, "Green Entrepreneur Learning Strategy in Strengthening Environmental Care Character for Sustainable Living".

Our decision is: Revisions Required

To ensure a timely editorial process, we kindly request you address the revision comments made by our Editor and Reviewers at your earliest convenience.

Please upload your revised manuscript with highlighted color indicating changes so that the revisions can be assessed easier.

Please also attach point-by-point responses addressing each reviewer's comments (refer to the template [here](#)).

We are looking forward to receiving your revised manuscript.

Gmail interface showing an email from Resly Jaafar via IISTR Journals. The subject is "[JLREE] Editor Decision". A translation bubble indicates the message is in Indonesian but was written in English. The email content includes:

Dear Trisni Handayani, Aninda Ramadhani,

We have reached a decision regarding your submission to International Journal of Learning Reformation in Elementary Education, "Green Entrepreneur Learning Strategy in Strengthening Environmental Care Character for Sustainable Living".

Our decision is: Revisions Required

To ensure a timely editorial process, we kindly request you address the revision comments made by our Editor and Reviewers at your earliest convenience. Please upload your revised manuscript with highlighted color indicating changes so that the revisions can be assessed easier. Please also attach point-by-point responses addressing each reviewer's comments (refer to the template [here](#)).

We are looking forward to receiving your revised manuscript.

Should you require any clarification or additional information, please feel free to contact us via support@journal.iistr.org. Your trust in our platform as a means to share your research findings is greatly appreciated.

Thank you.
Warm regards,

Gmail interface showing the body of the email with reviewer comments. The email is from "Reviewer A" and "Reviewer B".

Reviewer A:

The manuscript explores an important theme on green entrepreneurship and sustainable living. However, it requires substantial revision to improve clarity, methodological rigor, and alignment with academic standards.

Improvement:

1. Revise the citation style. In-text citations must be placed before the period, not after.
2. Use IEEE style consistently for both citations and references. It is recommended to use a reference manager such as Mendeley.
3. Provide evidence of the *Green Entrepreneur Learning Strategy and Environmental Care Character* related to sustainable living. These could include photos, teaching documents, or other supporting materials. If the evidence contains local language, include a box with an English explanation.
4. Ensure that all formulas are properly numbered according to the journal template.
5. The paper presents several statistical equations, but there is no explanation of which instruments were used to collect the data. This needs clarification.
6. In the *Methods* section, explain the instrument items (e.g., X1.1 and others) and specify their source, whether adapted from existing literature or newly developed.
7. The manuscript ends abruptly at Figure 1. A *Discussion* section is missing. This must be added, with comparisons to related studies and relevant theories to interpret the findings.
8. The *Conclusion* should be written in a general form, summarizing the key findings. Do not include citations in the conclusion.

Recommendation: Revisions Required

Reviewer B:

1. Correct the citation style. In-text citations must appear before the full stop. Additionally, all citations and references must follow IEEE guidelines. Use of a reference manager such as Mendeley is strongly advised.
2. Replace local abbreviations or terms with internationally recognized equivalents. For example, the Indonesian "PGSD" should be translated into an international equivalent (such as "Primary Teacher Education Program").
3. Provide concrete evidence supporting the claims about the *Green Entrepreneur Learning Strategy and Environmental Care Character*. Supplementary material such as photographs, sample lesson plans, or institutional documents would be valuable. If the evidence is in the local language, provide an English explanation in a text box.
4. The *Methods* section lacks information about inclusion/exclusion criteria and does not clearly explain the use of instruments to collect data. Please add details on how the data were gathered and which instruments were applied.
5. The statistical formulas presented are not linked to any practical application. Ensure each formula corresponds to a measurement tool or analytical step in the study.
6. The manuscript does not contain a proper *Discussion* section. A comprehensive discussion should be added, where the results are compared with prior research and analyzed through existing theoretical frameworks.
7. The *Conclusion* section is too narrow. It should provide a broader synthesis of the study's findings and implications, without citing references.

Recommendation: Revisions Required

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IISTR Response L...

Thank you, I will do that. Thank you for your feedback. Thank you for informing me.

Balas Balas ke semua Teruskan

Original Manuscript ID: XXXX

Original Article Title: “Green Entrepreneur Learning Strategy in Strengthening Environmental Care Character for Sustainable Living”

To: IISTR Editorial Office

Re: Response to reviewers

Dear Editor,

Thank you for allowing a resubmission of our manuscript, with an opportunity to address the reviewers' comments.

We are uploading (a) our point-by-point response to the comments (below) (response to reviewers), (b) an updated manuscript with **yellow** highlighting indicating changes (pdf), and (c) a clean updated manuscript without highlights (*.docx main document/LaTeX files).

Best regards,

<Trisni Handayani> et al.

Reviewer#1, Concern # 1: Revise the citation style. In-text citations must be placed before the periode, not after.

Author response: We apologize for not reading the writing rules carefully.

Author action: We updated the manuscript by We have updated the manuscript by changing it in accordance with the journal's rules using the IEEE style consistently for both citations and references.

Reviewer#1, Concern # 2: Use IEEE style consistently for both citations and references. It is recommended to use a reference manager such as Mendeley

Author response: we realize that the citation is incorrect

Author action: We have updated the manuscript by changing the citations to IEEE style and using a reference manager as suggested by the reviewers.

Reviewer#1, Concern # 3: Provide evidence of the Green Entrepreneur Learning Strategy and Environmental Care Character related to sustainable living. These could include photos, teaching documents, or other supporting materials. If the evidence contains local language, include a box with an English explanation

Author response: We will include evidence of successful learning using the Green Entrepreneur Learning Strategy and Environmental Care Character related to sustainable living.

Author action: We have updated the manuscript by including flowcharts and examples of products produced by students. Before the learning process takes place, lecturers prepare a learning plan that also serves as a reference in the learning process. The flowchart of the learning strategy to strengthen environmental care character based on green entrepreneurship is as follows: Lecturers prepare a learning plan for the course learning outcomes that have been designed for one semester in the entrepreneurship course with the topic of green entrepreneurs oriented towards environmental care using the Project Based Learning (PjBL) learning model. The learning outcome of this course is to foster young entrepreneurs with an environmentally conscious character. Next, students identify environmental problems. After finding problems, they discuss and brainstorm green business ideas, plan projects (green business canvas), develop and create environmentally friendly products, then give presentations and reflections. Finally, the outcome is environmentally friendly products and the creation of environmentally conscious characters [44]. The more detailed stages are illustrated in the Flowchart of Learning Strategy to Strengthen Environmental Care Character based on Green Entrepreneurship.

Reviewer#1, Concern # 4: Ensure that all formulas are properly numbered according to the journal template.

Author response: Thank you for your correction and advice.

Author action: We have changed it and removed several formulas that are not necessary to be displayed in the research method.

Reviewer#1, Concern # 5: The paper presents several statistical equations, but there is no explanation of which instruments were used to collect the data. This needs clarification.

Author response: Thank you for your correction and advice.

Author action: We have made revisions by explaining that the instrument used is a questionnaire that has been validated by Judgment Experts. The indicators from instruments that have been validated by expert judgment of environmental awareness measured through variables Y1–Y4 are [14]:

- Y1: Ecological awareness,
- Y2: Responsibility toward the environment,
- Y3: Pro-environmental behavior,
- Y4: Commitment to sustainability.

Reviewer#1, Concern # 6: In the Methods section, explain the instrument items (e.g., X1.1 and others) and specify their source, whether adapted from existing literature or newly developed.

Author response: Thank you for your correction and advice.

Author action: We have made revisions in accordance with the reviewer's suggestion that we explain the indicators used in this study, which were developed from previous studies.

Reviewer#1, Concern # 7: The manuscript ends abruptly at Figure 1. A Discussion section is missing. This must be added, with comparisons to related studies and relevant theories to interpret the findings.

Author response: Thank you for your correction and advice.

Author action: We apologize for our carelessness in preparing the manuscript. We have added a discussion of the results of this study to make the findings clearer and more comprehensible.

Reviewer#1, Concern # 8: The *Conclusion* should be written in a general form, summarizing the key findings. Do not include citations in the conclusion

Author response: Thank you for your correction and advice.

Author action: We have revised the manuscript in the conclusion section and removed the citations in the conclusion.

Reviewer#2, Concern # 1: Correct the citation style. In-text citations must appear before the full stop. Additionally, all citations and references must follow IEEE guidelines. Use of a reference manager such as Mendeley is strongly advised.

Author response: We apologize for not reading the writing rules carefully.

Author action: We updated the manuscript by We have updated the manuscript by changing it in accordance with the journal's rules using the IEEE style consistently for both citations and references.



Green Entrepreneur Learning Strategy in Strengthening Environmental Care Character for Sustainable Living

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ARTICLE INFO

ABSTRACT

Article history

Keywords

Learning Strategy
Green Entrepreneur
Environmental Care
Character
Sustainable Living
Teacher Students

Environmental care character education is one of the main foundations of living a sustainable lifestyle, especially for future educators who will work as social change agents. Examining green entrepreneurial learning techniques as a novel approach to assisting students by fostering environmental care values in the elementary school teacher education study program participants is the aim of this study. Students' ecological knowledge, feeling of social responsibility, and ability to think critically about environmental concerns may all be enhanced by introducing green entrepreneurship concepts into the curriculum, according to observations.

Among the strategies employed are project-based learning, multidisciplinary collaboration, and strengthening sustainability principles in all entrepreneurial undertakings. Methods: This research is descriptive and quantitative. The data analysis from expert validation results yielded an average score of 91, indicating exceptionally valid. The study's subjects were 112 pupils. Techniques for analyzing data that employ inferential statistics. Effectiveness testing is done using the analytical requirements test.

The results show that this method not only shapes students' concerns about the environment but also inspires them to take an active role in developing creative, environmentally responsible solutions. According to this conclusion, the idea of green entrepreneurs should be more widely integrated into education in order to improve the nature of environmental care, which suggests that doing so will support sustainable development.

A variety of learning strategies may be used to successfully develop character education. To make sure that students comprehend the material being presented, teachers might employ a variety of techniques [9]. The development of a child's character requires habituation and modeling by parents and educators. Habituation also affects how students build their character by instilling moral values in them, which, if deeply rooted, allow them to do activities without being forced to [4]. Furthermore, habituation influences students' character development by fostering moral principles in them that, once established, permit them to engage in activities without restriction. In addition to the existing source materials that are thematically based on regional potential or local wisdom and employ a scientific approach, educators must employ additional instructional resources to increase students' understanding of the environment [10].

As a type of character education, primary school pupils can get a tri-center education by consistently promoting character ideals in the community, school, and family [8], [11]. Numerous studies have found that children are both victims and actors of climate change. However, nothing is said about preparing children to be compassionate adults and environmental actors [12]. Parents and educators must collaborate to address this issue in this particular case. Environmental problems resulting from children's insufficient understanding of the need to maintain healthy relationships with the environment [13].

Project-based learning strategies are starting to be used extensively learning activities since it is believed that they can adapt to students' different learning needs and speeds. Students can experiment with additional learning resources thanks to project-based learning, which may lead to the emergence of distinct learning styles. One educational technique that can assist in raising educational standards in line with 21st-century demands and expectations, as well as Industry 4.0, is project-based learning [14].

Project-based learning approach: Students offer suggestions about how to create green entrepreneurship by making eco-friendly crafts or using their ingenuity to recycle [15], [16]. In the era of the fourth industrial revolution, ecopreneurship is a chosen academic movement that uses project-based. Environmental awareness and concern are used with attitudes and abilities while cultivating the character of environmental care. Post-generation Z students will be more involved in the learning process if technology is used to support it. To increase students' interest in theme learning in this context, teachers use project-based learning strategies by asking them to produce a skill or product [17]. Project-based learning, which blends online and e-learning with in-person project learning, is one of the learning innovations that may be applied today.

Education and Economic Education Study Program students based on current events and literature.

Materials and Methods

a. Type of research

This study employs experimental quantitative research. This study aims to investigate how the Green Entrepreneur Learning Strategy aids in the development of environmental awareness and sustainable living skills among elementary school teacher education program participants. Such studies might be used to assess the effectiveness of green entrepreneur learning strategies in raising environmental awareness. This type of research is often used in the field of education. This study used a pre-experimental, one-group pretest-posttest design. Using project-based learning to improve the environmental care character of Elementary School Teacher Education Program and economic education students at FKIP Uhamka, the trial's effectiveness in ensuring the operation of the green entrepreneur learning strategy is evaluated through experiments. Students in the fifth semester of the primary school teacher education study program and FKIP Uhamka economic education students enrolled in entrepreneurial courses participated in this study.

b. Subject of Research

The research subjects were Elementary School Teacher Education Program and Economics Education Program students in Semester V (five).

Tabel 1.1 Research Subject Distribution by Gender

No	Studi Program	Number Of Students	Number of Male	Number of Female
1	Elementary School Teacher Education Program	73	8	65
2	Economics Education Program	39	7	32

a. Techniques for Data Analysis

Information that has been gathered and shown as numerical values is known as quantitative data. The collected data was then analyzed quantitatively in the form of descriptions using smartPLS [31] [42].

Results

a. An improvement in the nature of environmental care is the outcome of the PjBL Learning Strategy.

The typical steps that set the project-based learning (PjBL) strategy apart from others are as follows: (1) identifying fundamental questions that are pertinent to the real world and serve as the basis for project assignments; (2) developing project designs in collaboration with students to enhance the sense of ownership of the project; (3) creating project implementation schedules with explicit time constraints; (4) tracking project progress throughout the learning process; (5) evaluating project outcomes; and (6) assessing the learning experience. In order to make learning more relevant and useful, this method places a strong emphasis on students actively participating in the planning and execution of projects pertaining to environmental issues in their community.

b. The field test

In a field test study of the Green Entrepreneur Learning Strategy, 112 students, 39 from the control group and 73 from the experimental group, participated in the Project-Based Learning (PjBL) methodology. The findings showed that pupils' understanding of environmental issues and sustainable living had significantly improved. The scores of both groups increased based on the results of the pretest and posttest, although the experimental class experienced a greater increase (posttest score: 70-100) than the control class (posttest score: 60-90). The comparison of prospective **Elementary School Teacher Education Program** students showed that students had the highest posttest score (97.5), while economics education students had an average score of 89.6. Normality and homogeneity tests confirmed the validity of the data. These results indicate that learning strategies that strengthen environmental awareness are effective at the level of economics education study program students and **Elementary School Teacher Education Program** students at the Faculty of Teacher Training and Education, Prof. Dr. Hamka University.

c. Analysis Requirement Test

The research sample consisted of 122 students, of whom 39 were from the experimental class and 73 were from the control class. The environmental character variable had a mean of 70 and a standard deviation of 8.6, ranging from 57.5 to 82.5. Due to their superior analytical capabilities, principal component regression and multiple regression were used in data collection and analysis.

To confirm the research findings, the data were assessed using the Partial Least Squares (PLS) approach, a multivariate statistical technique that can manage several response

Table 4. Path Coefficients-Confidence Intervals

	Original Sample	Sample Mean (M)	2.5%	97.5%
Y1→ X1	-0.009	-0.001	-0.274	0.257
Y1→ X2	0.048	0.048	-0.345	0.397
Y2→ X1	0.330	0.334	0.114	0.524
Y2→ X2	0.152	0.135	-0.206	0.413
Y3→ X1	0.087	0.071	-0.286	0.346
Y3→ X2	-0.099	-0.102	-0.340	0.234
Y4→ X1	-0.196	-0.168	-0.396	0.165
Y4→ X2	-0.176	-0.136	-0.399	0.292

Table 5. Path Coefficients-Confidence Intervals Variable

	X1	X2	Y1	Y2	Y3	Y4
X1						
X2	0.117					
Y1	0.121	0.201				
Y2	0.385	0.179	0.589			
Y3	0.185	0.147	0.330	0.247		
Y4	0.109	0.153	0.423	0.413	0.432	

The issue of sustainability has become a major focus in higher education, particularly in the field of entrepreneurship learning. One relevant approach is the green entrepreneurship learning strategy, which is not only profit-oriented but also focuses on environmental concerns and sustainability. To test this relationship, a structural model with a Partial Least Squares (PLS) approach was used through SmartPLS software.

The next step is structural model testing, which uses substantive theory to explain how latent variables relate to one another. A structural model, namely the R-square, Q-square, and path coefficient test phases, is used to do this measurement. SmartPLS measurement analysis. Figure 1 displays the outcomes of SmartPLS's internal model.

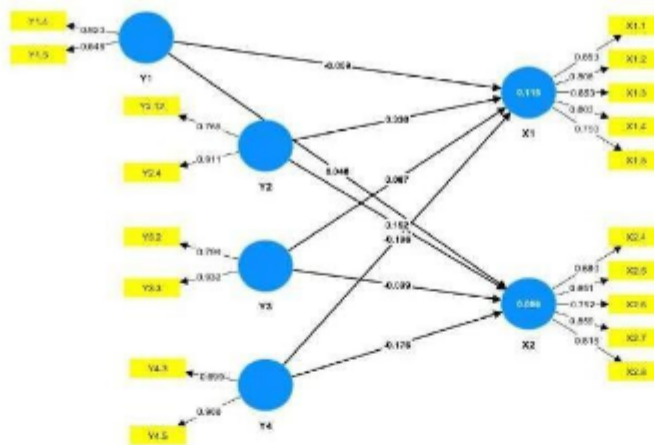


Fig. 1. Path Analysis Diagram

In this model, X is the endogenous variable while Y1-Y4 are the exogenous variables. More specifically, the link between X and Y1-Y4 is mediated by the mediator variable Y.

Structural Model

In this study, variable X1 represents Learning Strategy, while X2 represents Green Entrepreneurship. These variables act as endogenous variables that are assumed to influence the formation of environmentally conscious character.

Meanwhile, variable Y functions as a mediator that bridges the influence of X on the indicator variables.

The indicators from instruments that have been validated by expert judgment of environmental awareness measured through variables Y1-Y4 are [14]:

- Y1: Ecological awareness,
- Y2: Responsibility toward the environment,
- Y3: Pro-environmental behavior,
- Y4: Commitment to sustainability.

Structural Model Analysis Results

Structural model testing was conducted through three main stages:

1. Path Coefficients

- 1) The analysis results show that the Green Entrepreneurship Learning Strategy (X) has a significant effect on Environmental Awareness (Y).
- 2) This proves that project-based learning methods, recycling practices, and green product innovation can strengthen students' awareness and attitudes towards environmental issues.

2. R-Square (R²)

- 1) The R² value obtained for the mediator variable Y shows how much the learning strategy contributes to shaping environmental awareness.
- 2) For example, if R² = 0.60,2 it can be interpreted that 60,2% of the variation in the formation of environmental awareness is explained by the learning strategy applied.
- 3) This figure falls into the substantial category, proving that the learning strategy is effective.

3. Q-Square (Q²) Predictive Relevance

- 1) Positive Q² value indicates that the model has good predictive relevance.

- 2) This means that the learning strategy is not only effective in theory but also capable of predicting the development of students' environmentally conscious character in practice.

These results show that green entrepreneurship learning strategies can serve as both an educational tool and a means of character transformation. By utilizing a practice-based approach (e.g., making organic soap, recycled bags, eco-bricks), students not only acquire entrepreneurial skills but also internalize values of environmental sustainability [43]. Furthermore, the existence of mediator Y (environmentally conscious character) explains that the learning strategy does not automatically produce sustainability indicators (Y1–Y4). Instead, these indicators are achieved after students develop awareness, responsibility, and commitment through the learning process.

Discussion

Before the learning process takes place, lecturers prepare a learning plan that also serves as a reference in the learning process. The flowchart of the learning strategy to strengthen environmental care character based on green entrepreneurship is as follows: Lecturers prepare a learning plan for the course learning outcomes that have been designed for one semester in the entrepreneurship course with the topic of green entrepreneurs oriented towards environmental care using the Project Based Learning (PjBL) learning model. The learning outcome of this course is to foster young entrepreneurs with an environmentally conscious character. Next, students identify environmental problems. After finding problems, they discuss and brainstorm green business ideas, plan projects (green business canvas), develop and create environmentally friendly products, then give presentations and reflections. Finally, the outcome is environmentally friendly products and the creation of environmentally conscious characters [44]. The more detailed stages are illustrated in the Flowchart of Learning Strategy to Strengthen Environmental Care Character based on Green Entrepreneurship.



Fig. 2. Flowchart of Learning Strategy to Strengthen Environmental Care Character based on Green Entrepreneurship

The Learning Strategy to Strengthen Environmental Care Character based on Green Entrepreneurship, students are able to produce environmentally friendly entrepreneurial products that have commercial value by utilizing used materials or household waste. The learning process cannot be completed in just one meeting. The first thing that needs to be done is to raise awareness and promote a strong understanding in order to foster an environmentally conscious character in.

students. We also educate the surrounding community by collaborating with the East Jakarta Environmental Agency. With this understanding and awareness, the community and students will also realize the importance of caring for the environment [45].



Fig. 3. Socialization and selection of household waste

The results of socialization and household waste selection are utilized in the form of products that can have selling value. The products produced by students include recycled bags, eco-bricks, organic soap from used cooking oil, compost/eco-enzyme soap, decorative lamps/decorations from used glass bottles, mini furniture from used pallet wood, and fabric scrap accessories [46], [47]. Further details on the materials and their benefits are provided in the following image. The following are examples of environmentally friendly products produced by fifth semester students.



Fig.4. Environmentally friendly entrepreneurial products produced by students

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Workflow

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Round 1

Round 1 Status

Submission accepted.

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Reviewer B:

1. Correct the citation style. In-text citations must appear before the full stop. Additionally, all citations and references must follow IEEE guidelines. Use of a reference manager such as Mendeley is strongly advised.
2. Replace local abbreviations or terms with internationally recognized equivalents. For example, the Indonesian "PGSD" should be translated into an international equivalent (such as "Primary Teacher Education Program").
3. Provide concrete evidence supporting the claims about the Green Entrepreneur Learning Strategy and Environmental Care Character. Supplementary material such as photographs, sample lesson plans, or institutional documents would be valuable. If the evidence is in the local language, provide an English explanation in a text box.
4. The Methods section lacks information about inclusion/exclusion criteria and does not clearly explain the use of instruments to collect data. Please add details on how the data were gathered and which instruments were applied.
5. The statistical formulas presented are not linked to any practical application. Ensure each formula corresponds to a measurement tool or analytical step in the study.
6. The manuscript does not contain a proper Discussion section. A comprehensive discussion should be added, where the results are compared with prior research and analyzed through existing theoretical frameworks.
7. The Conclusion section is too narrow. It should provide a broader synthesis of the study's findings and implications, without citing references.

Recommendation: Revisions Required

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IISTR Response to Reviewer Template.doc

Reviewer#2, Concern # 2: Replace local abbreviations or terms with internationally recognized equivalents. For example, the Indonesian “PGSD” should be translated into an international equivalent (such as “Primary Teacher Education Program”).

Author response: Thank you for your correction and advice.

Author action: We have made revisions in accordance with the reviewer’s input, changing the term PGSD to elementary school teacher education program.

Reviewer#2, Concern # 3: The Provide concrete evidence supporting the claims about the Green Entrepreneur Learning Strategy and Environmental Care Character. Supplementary material such as photographs, sample lesson plans, or institutional documents would be valuable. If the evidence is in the local language, provide an English explanation in a text box.

Author response: Thank you for your correction and advice.

Author action: We have updated the manuscript by including flowcharts and examples of products produced by students. Before the learning process takes place, lecturers prepare a learning plan that also serves as a reference in the learning process. The flowchart of the learning strategy to strengthen environmental care character based on green entrepreneurship is as follows: Lecturers prepare a learning plan for the course learning outcomes that have been designed for one semester in the entrepreneurship course with the topic of green entrepreneurs oriented towards environmental care using the Project Based Learning (PjBL) learning model. The results of socialization and household waste selection are utilized in the form of products that can have selling value. The products produced by students include recycled bags, eco-bricks, organic soap from used cooking oil, compost/eco-enzyme soap, decorative lamps/decorations from used glass bottles, mini furniture from used pallet wood, and fabric scrap accessories

Reviewer#2, Concern # 4: The Methods section lacks information about inclusion/exclusion criteria and does not clearly explain the use of instruments to collect data. Please add details on how the data were gathered and which instruments were applied.

Author response: Thank you for your correction and advice.

Author action: We have made revisions in accordance with the reviewer’s suggestion that we explain the indicators used in this study, which were developed from previous studies.

Reviewer#2, Concern # 5: The statistical formulas presented are not linked to any practical application. Ensure each formula corresponds to a measurement tool or analytical step in the study.

Author response: Thank you for your correction and advice.

Author action: We have changed it and removed several formulas that are not necessary to be displayed in the research method.

Reviewer#2, Concern # 6: The manuscript does not contain a proper Discussion section. A comprehensive discussion should be added, where the results are compared with prior research and analyzed through existing theoretical frameworks.

Author response: Thank you for your correction and advice.

Author action: We apologize for our carelessness in preparing the manuscript. We have added a discussion of the results of this study to make the findings clearer and more comprehensible.

Reviewer#2, Concern # 7: The Conclusion section is too narrow. It should provide a broader synthesis of the study's findings and implications, without citing references.

Author response: Thank you for your correction and advice.

Author action: We have revised the manuscript in the conclusion section and removed the citations in the conclusion.

Note: *References suggested by reviewers should only be added if it is relevant to the article and makes it more complete. Excessive cases of recommending non-relevant articles should be reported to editor@journal.iistr.org*

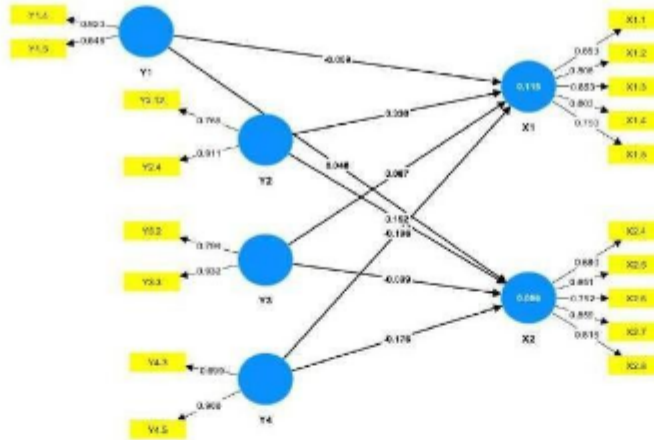


Fig. 1. Path Analysis Diagram

In this model, X is the endogenous variable while Y1-Y4 are the exogenous variables. More specifically, the link between X and Y1-Y4 is mediated by the mediator variable Y.

Structural Model

In this study, variable X1 represents Learning Strategy, while X2 represents Green Entrepreneurship. These variables act as endogenous variables that are assumed to influence the formation of environmentally conscious character.

Meanwhile, variable Y functions as a mediator that bridges the influence of X on the indicator variables.

The indicators from instruments that have been validated by expert judgment of environmental awareness measured through variables Y1-Y4 are [14]:

- Y1: Ecological awareness,
- Y2: Responsibility toward the environment,
- Y3: Pro-environmental behavior,
- Y4: Commitment to sustainability.

Structural Model Analysis Results

Structural model testing was conducted through three main stages:

1. Path Coefficients

- 1) The analysis results show that the Green Entrepreneurship Learning Strategy (X) has a significant effect on Environmental Awareness (Y).
- 2) This proves that project-based learning methods, recycling practices, and green product innovation can strengthen students' awareness and attitudes towards environmental issues.

2. R-Square (R²)

- 1) The R² value obtained for the mediator variable Y shows how much the learning strategy contributes to shaping environmental awareness.
- 2) For example, if R² = 0.60,2 it can be interpreted that 60,2% of the variation in the formation of environmental awareness is explained by the learning strategy applied.
- 3) This figure falls into the substantial category, proving that the learning strategy is effective.

3. Q-Square (Q²) Predictive Relevance

- 1) Positive Q² value indicates that the model has good predictive relevance.

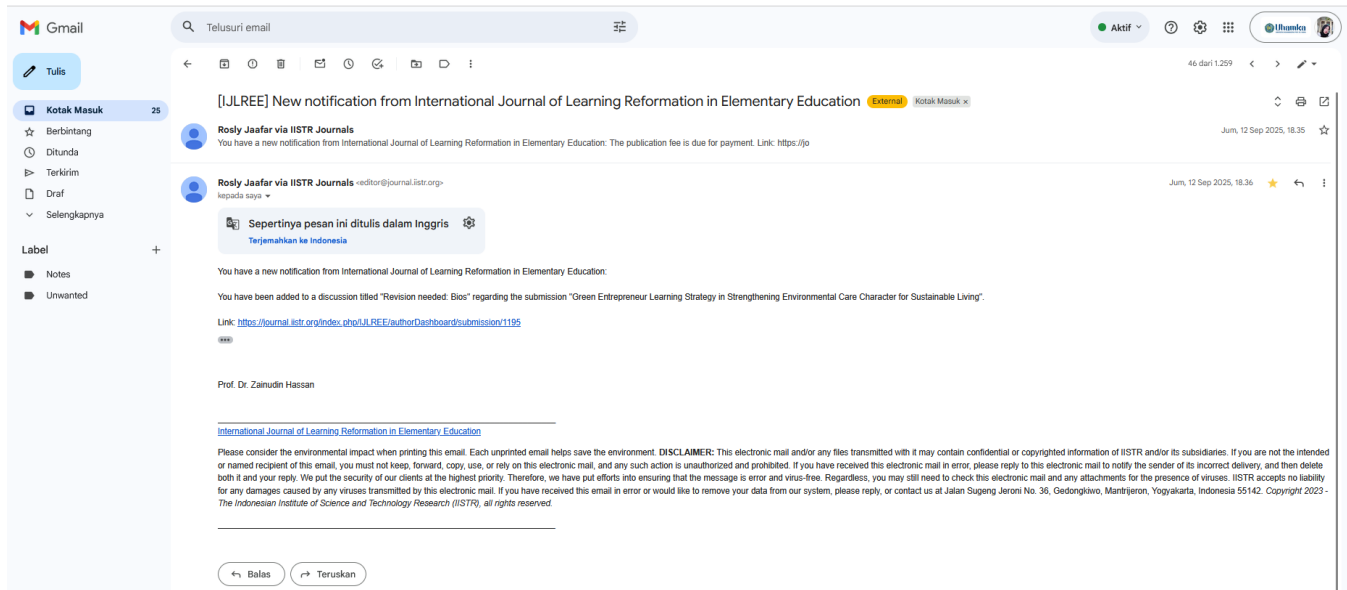
Discussion

Before the learning process takes place, lecturers prepare a learning plan that also serves as a reference in the learning process. The flowchart of the learning strategy to strengthen environmental care character based on green entrepreneurship is as follows: Lecturers prepare a learning plan for the course learning outcomes that have been designed for one semester in the entrepreneurship course with the topic of green entrepreneurs oriented towards environmental care using the Project Based Learning (PjBL) learning model. The learning outcome of this course is to foster young entrepreneurs with an environmentally conscious character. Next, students identify environmental problems. After finding problems, they discuss and brainstorm green business ideas, plan projects (green business canvas), develop and create environmentally friendly products, then give presentations and reflections. Finally, the outcome is environmentally friendly products and the creation of environmentally conscious characters [44]. The more detailed stages are illustrated in the Flowchart of Learning Strategy to Strengthen Environmental Care Character based on Green Entrepreneurship.



Fig. 2. Flowchart of Learning Strategy to Strengthen Environmental Care Character based on Green Entrepreneurship

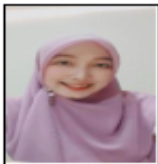
The Learning Strategy to Strengthen Environmental Care Character based on Green Entrepreneurship, students are able to produce environmentally friendly entrepreneurial products that have commercial value by utilizing used materials or household waste. The learning process cannot be completed in just one meeting. The first thing that needs to be done is to raise awareness and promote a strong understanding in order to foster an environmentally conscious character in.






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Anindita Ramadhani was born in Cilegon on November 11. She is currently an active undergraduate student in the Elementary School Teacher Education Program at Universitas Muhammadiyah Prof. Dr. HAMKA, Indonesia. She has a strong interest in the field of education and actively participates in campus-based cultural and dance organizations. Anindita believes that education is the foundation for a better future and strives to excel in both academic and non-academic activities. She aspires to contribute meaningfully to both her academic institution and the broader community. (email: anind4150@gmail.com).

The screenshot shows a Gmail interface with an email from Rosly Jaafar via IJSTR Journals. The email subject is "[IJLREE] Editor Decision" and it is marked as "External" and "Kotak Masuk". The sender's email is editor@journal.ijstr.org. The email content is as follows:

Dear Trisni Handayani, Anindita Ramadhani,

We are pleased to inform you that your submission, "Green Entrepreneur Learning Strategy in Strengthening Environmental Care Character for Sustainable Living," has been accepted for publication in *International Journal of Learning Reformation in Elementary Education*.

If it is a regular manuscript, it will appear in the next available issue. For special issue submissions, publication will follow the special issue schedule.

An Article Processing Charge (APC) of 90 USD or 1,500,000 IDR must be paid within two weeks of this acceptance. A payment notification will be sent shortly—please follow the link in that email for payment instructions.

If you wish to request a payment deadline extension, a full, or a partial waiver, email sulfoworo@ijstr.org. Waiver requests can only be considered at this stage if all authors are affiliated outside Indonesia and are subject to editorial discretion. Otherwise, such requests should have been made at submission.

Please note:

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Your paper will appear unedited in the "Forthcoming" section of the journal website within about two weeks of production material submission. This preprint version will have a DOI and be fully citable. The final copy-edited and XML-tagged version will replace it later under the same DOI.

The screenshot shows a Gmail interface with a search bar containing "IJLREE". The email is from Rosly Jaafar via IISTR Journals (editor@journal.iistr.org) to Anindita. The subject is "[IJLREE] Editor Decision". The email content includes a translation of the message into Indonesian, the author's name (Trieni Handayani, Anindita Ramadhani), and a submission URL: <https://journal.iistr.org/index.php/IJLREE/authorDashboard/submission/1195>. It also mentions the journal title "International Journal of Learning Reformation in Elementary Education" and a disclaimer about environmental impact and confidentiality.

The screenshot shows a Gmail interface with a search bar containing "IJLREE". The email is from Rosly Jaafar via IISTR Journals (editor@journal.iistr.org) to Anindita. The subject is "[IJLREE] Congratulations - Your article is now available online!". The email content includes a translation of the message into Indonesian, a congratulatory message to Trieni Handayani, and information about the article's availability in the "Forthcoming" section of the International Journal of Learning Reformation in Elementary Education. It also mentions the final manuscript title: "Green Entrepreneur Learning Strategy in Strengthening Environmental Care Character for Sustainable Living".