

GREEN ENTREPRENEURSHIP: ENTREPRENEURIAL LEARNING PROCESS IN A NON-METALLIC WASTE RECYCLING CRAFT MSME

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Abstract:

The focus of studies on green entrepreneurship in MSMEs is generally descriptive, without deepening the process of its formation. Meanwhile, the entrepreneurial learning literature that specifically discusses this process dimension is still rarely applied to the context of micro-scale craft MSMEs, particularly in developing countries. This study aims to analyze the entrepreneurial learning process that shapes green entrepreneurship practice at Yust Collection, a craft business engaged in non-metallic waste management in Malang City. The study uses a qualitative approach with a case study strategy. Primary data obtained through in-depth interviews with the business owner and secondary data for triangulation were then analyzed thematically using the framework of Politis (Cope, 2005; Politis, 2005b, 2005a; Zozimo et al., 2023). The findings show that the initial experience was formed from self-taught skills since childhood, where this form of experience is not yet fully covered by existing career experience categories. The process of experience transformation took place through a combination of routine learning and deep learning triggered by various critical moments in the course of the business (business legal formalization, the COVID-19 pandemic, changes in family circumstances), with the Waste Bank community serving as a space for collective social practice. The entrepreneurial knowledge that was formed is shown by the ability to recognize opportunities and cope with the liability of newness, which ultimately shaped a green entrepreneurship practice with environmental motivation as the basis for founding the business. This study contributes by integrating the perspectives of green entrepreneurship and entrepreneurial learning in the context of micro-enterprises that are underrepresented in the global literature, and by identifying a learning-by-teaching pattern as an additional finding.

Keywords: Green Entrepreneurship, Entrepreneurial Learning, MSME, Case Study, Recycling

INTRODUCTION

MSMEs in Indonesia are undoubtedly important as a driver of the Indonesian economy. Even with the vital existence of MSMEs, micro, small, and medium-scale enterprises are able to play a role in economic equity because they are widely spread across various regions of Indonesia. As of the end of December 2025, the total number of MSMEs was recorded at 30.2 million, with the dominant distribution located in the island of Java at 17.5 million, Sumatra Island at 6.2 million, Kalimantan at 1.4 million, Sulawesi at 2.5 million, and the Maluku & Papua region having 494,299 MSMEs (KADIN, 2025). Over time, MSME growth in 2026 reached 65 million MSME business units and was able to



contribute 61% to the national Gross Domestic Product. In addition, MSMEs are able to provide employment by absorbing 123 million workers(djp, 2026).

The rapid growth of MSMEs at present illustrates that opportunities for doing business are wide open. Nevertheless, even though business opportunities are always open, sensitivity on the part of prospective business actors is required. Thus, the MSME growth achieved today cannot be separated from the entrepreneurial spirit of business actors and their sensitivity in capturing opportunities that may not be visible to others. This entrepreneurial spirit does not mean it exists from birth, but can be instilled through resilience in continuously attempting to make breakthroughs. (Schumpeter, 2021) explains that the entrepreneur becomes part of a new combination in economic change, through the utilization of existing resources by combining them in new ways. Thus, entrepreneurship cannot be viewed as narrowly as merely establishing a business, but its role is far greater and contributes tangibly to economic and societal development. It is therefore clear that the role of business actors as entrepreneurs cannot be denied – the wheels of the Indonesian economy would not remain resilient without entrepreneurs who are able to continue surviving in business competition through innovation carried out in accordance with their skills.

This entrepreneurial spirit is certainly not something hereditary or inherited. Everyone has the same opportunity to learn to become an entrepreneur, so that it can be understood that entrepreneurship is a behavior, not a personality (Drucker, 1985). (Rae, 2000) highlights a similar point, that an entrepreneur develops through a process of forming an entrepreneurial spirit, in line with the shift in studies on entrepreneurs from viewing them as an entity toward a process-based understanding of entrepreneurship. (Schumpeter, 2021) has explained that entrepreneurship is not only about running a business but is also related to the creation of value from elements that have become something new and better. Thus, the essence of entrepreneurship is not only about running a business. If linked to current development, the challenge of growing economic activity certainly creates impacts that, perhaps without our realizing it, can be negative (Nygaard, 2024). However, this does not mean that the existence of business will certainly cause damage. The demand for environmental concern has become a global mission, especially when linked to the goals that many countries wish to achieve together through the Sustainable Development Goals (SDGs). Therefore, businesses or activities that also pay attention to environmental values have now become an important point of concern. (Nygaard, 2024) argues that the economic growth that has occurred has not been balanced with efforts to address the negative impacts arising for society, such as increased waste, pollution, health problems, and environmental damage. Thus, it is stated that there is a strong correlation between economic growth and the emergence of large amounts of waste.

Attention to conducting business activities in a more environmentally friendly manner and efforts to reduce negative impacts on the environment have been increasing in recent years. This view is relevant to the principle of creating economic value while also simultaneously creating environmental value. Thus, attention to the implementation of green practices in business has also become a demand for business actors. Green entrepreneurship (GE) has become a crucial step and can serve as a solution to the gap between economic value and environmental value. Schaltegger and Wagner (2011), as cited in Carchano et al. (2024), explain green entrepreneurship as a form of innovative economic and social value creation that is also market-oriented and driven by personal characteristics, through breakthrough market or institutional innovations that provide benefits for the environment or society. (Nygaard, 2024) views that green entrepreneurship can be an innovative solution to environmental problems but can also be disruptive to conventional businesses that have existed thus far.

Although green entrepreneurship is considered capable of being a solution, the results of a study by the Center for Entrepreneurship, Innovation, and MSMEs, FEB UGM, in collaboration with Bank Indonesia, show interesting findings, revealing that many – in fact, the majority of – MSMEs have not yet implemented the principles of green business practices. This is due to several factors, including: the need for high investment costs, regulatory barriers, green financing infrastructure, and a lack of incentives for business actors (FEB UGM, 2025). (Wati & Setiaji, 2026) conducted a study on an MSME in Semarang City and outlined several inhibiting factors for the implementation of green entrepreneurship, including: limited human resources, longer production process time, still-low consumer awareness of environmentally friendly products, and limited access to information regarding environmentally friendly businesses.

In line with the principle that entrepreneurship can develop through learning, the barriers to implementing green entrepreneurship do not focus on the personal character of a business actor, but rather on the limitations faced by MSMEs, such as limited resources or inadequate access to information and knowledge. Therefore, the learning process in business development becomes a crucial point. Learning is not something impossible for business actors. The process is sometimes not fully realized by business actors, that they are learning something or progressing toward better advancement. Politis (2005b) and Rae (2005) explain that entrepreneurial learning is a continuous process that involves behavioral and social aspects. It is thus clear that entrepreneurial learning is an important process for entrepreneurs, because through this process, the knowledge needed to move toward progress is required and obtained.

Research Gap. Studies from previous research (Muljaningsih, 2018) still focus on the effectiveness of recycling businesses. Rodrigues and Franco (2023) focus on explaining how small and medium-sized enterprises (SMEs) implement green innovation in managing their businesses. Fubah et al. (2026) have mapped aligned research studies that still revolve around driving factors and motivators, environmentally supportive behaviors and practices, business models and strategies, entrepreneurial values and orientation, and the crucial role of innovation and technology. Studies linking the entrepreneurial learning process with environmental orientation still touch on only partial components, in contexts different from micro-scale MSMEs (Politis, 2005b), (Jones et al., 2025; Wicki & Hansen, 2019). The results of a systematic review related to entrepreneurial learning research identify that the dimension of individual versus collective learning has not yet received attention and requires further research (Wang & Chugh, 2014). The existing research gap is in line with the findings of a bibliometric review indicating that green entrepreneurship research is still concentrated in developed and middle-income countries, while its representation in the context of developing countries remains limited (Mohanani & Rangaswamy, 2025; Mondal & Singh, 2025). Thus, the perspectives of green entrepreneurship and entrepreneurial learning in the context of micro-scale craft MSMEs remain potential for further study.

Novelty of the Study. This study adopts the perspectives of green entrepreneurship and entrepreneurial learning in the case study of Yust Collection. Yust Collection is a business owned by Ernik Yustiana and has been operating since 2017. This business has successfully obtained a Business Identification Number (NIB) since 2019. Yust Collection is a business that offers products characterized by processed waste materials such as paper, plastic, cups, fabric scraps, and leather, transformed into craft products that have both economic and aesthetic value. Each product has its own distinctiveness, making it a unique and even limited-edition product. Yust Collection has grown by reaching markets as far as Sumatra, Kalimantan, and most extensively the island of Bali (TIMES Indonesia, 2023).

Underpinning Theory. This study is grounded in green entrepreneurship theory (Dean & McMullen, 2007; Walley & Taylor, 2002) as the main theory used. This theory serves as the basis for explaining business practices related to efforts to transform waste into something of value. In addition to the main theory, this study is supported by theory on entrepreneurial learning to sharpen the analysis of green entrepreneurship practice, thus it is strengthened by entrepreneurial learning theory (Cope, 2005; Politis, 2005b, 2005a; Zozimo et al., 2023), which then helps explain the process underlying the existence of such green practices, including the role of experience, the aspect of transforming experience into knowledge, how entrepreneurs then utilize the knowledge they already possess, and the potential to explore new possibilities further, as well as the explanation of critical moments in the course of business that form the basis of learning.

Green Entrepreneurship. (Walley & Taylor, 2002) reveal the term "green," which can be understood to mean that the green concept can refer to either the product or the process of producing the product. Simply put, green means moving toward preservation or ecology. Green entrepreneurship is grounded in a sustainability agenda, including long-term goals for sustainable development. Entrepreneurs can contribute to addressing significant environmental problems by acting as agents of change in creating value, financial rewards, and, not least, personal satisfaction from implementing green practices (Kirkwood & Walton, 2010). In line with the views put forward by (Walley & Taylor, 2002), (Kirkwood & Walton, 2010) highlight ecopreneurs, in which entrepreneurs enter environmentally friendly markets not solely aiming for profit, but grounded in strong environmental sustainability values and sustainable principles.

Entrepreneurial Learning. Entrepreneurial learning is often described as a continuous process that facilitates the development of the knowledge needed to be effective in starting and managing a new venture. There are three main components in the entrepreneurial learning process, namely: career experience, the transformation process, and entrepreneurial knowledge regarding effectiveness in recognizing and acting on entrepreneurial opportunities and the liability of newness (Politis, 2005b). The entrepreneurial learning process can take the form of a distinction between the entrepreneur's experience and the knowledge obtained (Reuber & Fischer, 1994). An entrepreneur's experience can contribute to predicting firm performance and evaluating business plans. However, based on previous research findings regarding the contribution of experience to business performance, the results vary. Learning in the entrepreneurship concept relates to how to recognize and act upon opportunities as well as how to overcome obstacles in managing a new venture. Handling the risks arising from the condition of being a new venture cannot occur without prior opportunity recognition (Politis, 2005b), (Cope, 2005). The experience component in entrepreneurial learning is certainly an interesting part. What type of experience is actually valuable becomes an important concern. Experience can be viewed in binary terms (present/absent) or based on a duration measure (length of time in business). When linked to business success or failure, it can be assessed that success serves as evidence of experience, whereas business failure is judged as a lack of experience. However, there is also a view that learning is triggered by failure (Reuber & Fischer, 1994).

(Politis, 2005a) explains two ways of transforming experience into knowledge through two pathways. The first pathway is 1) exploration, where the individual's main focus is on search and variation, choosing to take new actions that differ from previous ones in order to explore new opportunities. The second pathway is 2) exploitation, which centers on efficiency and refinement, involving actions closely related to those already taken. Exploitation refers to the selection of actions related to actions they have taken before, thus aiming to exploit the knowledge they already possess.

The two pathways of transforming experience into knowledge can be viewed such that the first way, namely exploration with a focus on searching for new opportunities, leads more toward innovative actions that entrepreneurs may be able to realize. Meanwhile, the second way, namely exploitation, which focuses more on reinforcing previous actions, leads to the formation of specialization. This is in line with the thinking of Politis (Politis, 2005a), who holds the view that increased exploitation can enhance expertise in a particular field, but at the trade-off cost of reduced alternative ideas.

(Cope, 2005) argues that the phases of entrepreneurial learning are related to the dimension of time and are dynamic in nature, which ultimately shows a strong relationship between two stages of learning, namely learning prior to the business establishment stage and learning during the entrepreneurial process. Entrepreneurial learning reflects the concepts of metamorphosis, discontinuity, and change, and is not characterized by notions of stability, consistency, or predictability. Referring to Holman et al. (1997), Cope explains an interesting point, that learning can be viewed as a responsive, rhetorical, and argumentative process that is strongly related to relationships with others. Thus, learning cannot be located entirely within the individual. Rather, the involvement of others, various debates and considerations become the basis of learning. (Zozimo et al., 2023) extend the view of entrepreneurial learning by applying social practice theory. Entrepreneurial learning can take place as a collective practice formed through networks, community, and social interaction, not as a process that occurs solely within the individual.

Theoretical Framework. This study is based on two theories that mutually support each other, thereby clarifying and sharpening the analysis. In addition, the two theories are not positioned in parallel. Green entrepreneurship (Walley & Taylor, 2002; Dean & McMullen, 2007) serves as the umbrella for the major topic of this study, namely the business practices of MSMEs, particularly micro-enterprises, that transform waste into products of economic and environmental value. Then, entrepreneurial learning theory (Cope, 2005; Politis, 2005b, 2005a; Zozimo et al., 2023) serves as an analytical tool to uncover how such green practices are formed through the business actor's learning process. In accordance with the explanation of (Politis, 2005b), the three stages of the learning process begin with prior experience (career experience) already possessed by the business actor before conducting business, then undergoing a transformation process (transformation process), in which the possessed experience is utilized until ultimately producing new knowledge to recognize market opportunities (opportunity recognition) and the ability to manage the business in order to overcome emerging vulnerabilities. These three stages explain how the green entrepreneurship practice in the Yust Collection case study emerged from the results of a long learning process.

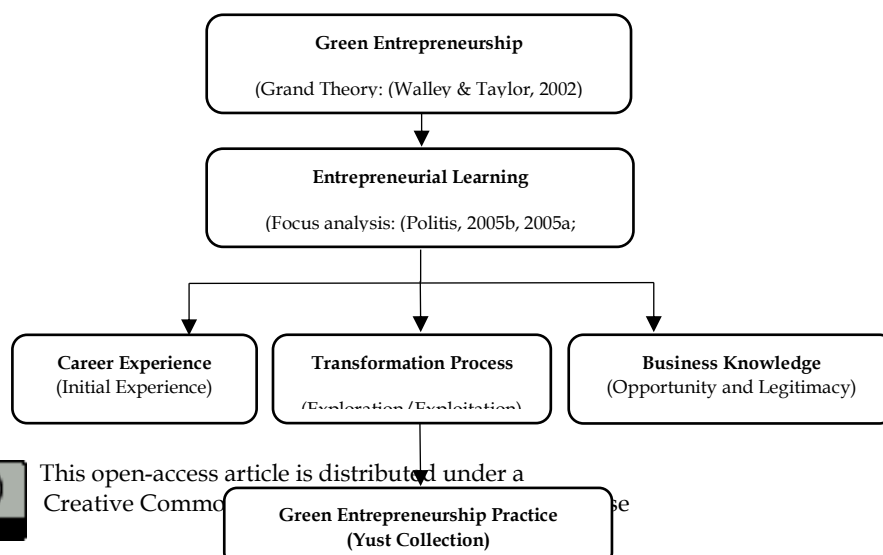


Figure 1 Theoretical Framework Applied to the Case of Yust Collection

Previous Research. Several previous studies relevant to this research and forming the basis for its novelty include the following: (Kirkwood & Walton, 2010) conducted a study of 14 case studies of ecopreneur companies in New Zealand in 2008. Data collection was carried out through face-to-face interviews using a semi-structured format. The research results explain that ecopreneurs were motivated by five factors: environmentally friendly values held, the desire to earn a living, passion, the desire to be their own boss, and seeing a gap in the market. Financial motivation was at a lower level compared to previous research findings on entrepreneurs. (Wicki & Hansen, 2019) analyzed established companies in utilizing their core competencies to diversify their business by exploring and ultimately developing environmentally friendly technology. The research results explain that the development of environmentally friendly technology involves a long-term exploration process without any guarantee of success and carries a high likelihood of involving many failures in the exploration. To increase the chances of success, exploration efficiency is improved by building an organizational culture that is open to failure and able to learn from failure. (Rodrigues & Franco, 2023) aimed to understand how small and medium-sized enterprises (SMEs) implement green innovation in business management. Data collection was carried out through interviews with three SME owners who also served as managers. The research results show that green innovation is a focus of attention for managers, but its operational implementation proves not to be easy. Nevertheless, the transition toward a green and sustainable business model is considered important. (Jones et al., 2025) conducted a comparison of the entrepreneurial learning process and opportunity recognition between businesses that implement green principles and conventional ones. The research findings explain that the influence at the individual (micro) level is more prominent among green entrepreneurs compared to conventional entrepreneurs. (Muljaningsih, 2018) examined the effectiveness of Sanggar Asta Karya Panca Wiguna (AKPW) in Malang City, Indonesia, in the waste recycling business. A qualitative method was used to examine AKPW's entrepreneurial behavior. The key informant in this study was the head of the sanggar (studio/workshop). The research results show that this waste recycling business requires creativity and product innovation based on persistence and diligence. AKPW applies the concept of social green entrepreneurship by integrating three pillars of sustainability: ecological, economic, and social through art and culture. Previous research has reinforced the relationship between green entrepreneurship and entrepreneurial learning; however, this combination has not been widely applied to research on home-scale recycling craft MSMEs in Indonesia.

METHODS

This research aims to provide a more comprehensive understanding of how the green entrepreneurship practice at Yust Collection, a recycling craft MSME, is formed, as well as the learning process of its business actor. A qualitative approach was used in this research through a single case study to answer the research objective in depth (Yin, 2018). The object of this research is Yust Collection, located in Malang City, with the key informant being the business owner, Bu Yus, as the main actor undergoing the learning process that is the focus of this research. The sources and types of data used in this research are primary data obtained from interview results, supported by secondary data obtained from various available public sources. Data collection techniques were



carried out through semi-structured interviews, while secondary data were collected through documentation studies of various publications. The research data were then analyzed using thematic analysis referring to (Braun & Clarke, 2006), using a framework referring to (Cope, 2005; Politis, 2005b, 2005a; Zozimo et al., 2023). The analysis was carried out with reference to the conceptual framework that had been previously constructed. Data validity was obtained through source triangulation, namely by comparing and cross-checking primary data from interview results with secondary data to ensure the consistency and credibility of the findings (Yin, 2018).

RESULT AND DISCUSSION

In this section, the research findings are presented systematically, referring to the three stages of the learning process, namely career experience, transformation process, and entrepreneurial knowledge (Politis, 2005b), which are then reinforced by the perspectives of (Cope, 2005; Politis, 2005a; Zozimo et al., 2023).

Career Experience (Initial Experience)

The research results show that the skill in processing used goods into usable items had already been possessed by the business owner since elementary school, long before Yust Collection was established. Since childhood, the skill of utilizing used goods had already been embedded in the business owner's daily life. Used cardboard, which was commonly found, was then made into pencil cases in various shapes, with the level of detail and complexity increasing over time. The resulting works were then sold to classmates, senior students, and even to teachers at school. The freedom to create given by her parents became the foundation for the formation of an experimenting habit that continued to carry through into adulthood.

The skill capital already possessed was then enriched with batik training in 2012. This training became the first formal training received, although it was not the origin of her recycling business. Involvement in Karang Taruna activities during the 2012 period subsequently led to involvement in PKK activities. This PKK activity involved a moment of producing craft works from recycled materials. This activity also contributed to forming her initial experience capital. From the activity of making crafts with the PKK women, the business owner encountered a situation of dissatisfaction with the existing works, which then triggered the drive to create her own, better version.

The findings under these conditions are consistent with the concept of career experience (Politis, 2005b), which represents the experience capital an individual brings prior to entering the entrepreneurial process formally. However, based on the data obtained from the interview, the experience capital possessed by the business owner cannot be placed within the scope of the types of experience developed by (Politis, 2005b), namely prior start-up, prior management, and prior industry-specific experience. The initial capital of the Yust Collection owner was obtained from skill-based activities carried out independently since childhood and of a self-taught nature—Bu Yus's initial capital is more accurately described as self-taught technical skill formed long before there was any intention to become an entrepreneur. Thus, these findings can broaden the perspective on the three types of experience identified by (Politis, 2005b). In addition, they can also provide an explanation that goes beyond the measurement of experience proposed by (Reuber & Fischer, 1994). This relates to the quality of the skill and not merely a focus on the existence of the skill.

Transformation Process: From Experience to Knowledge



The journey of the Yust Collection owner toward the formal establishment of the business did not proceed linearly or purely from independent initiative. Recognition of the recycled product works occurred gradually, starting from the RT (neighborhood unit) level, RW (community unit), kelurahan (village/sub-district), up to successfully representing the Kampung Bersinar competition. From this stage, the business owner was then included by the RW to join the Malang Waste Bank (BSM). This event reinforces the argument of (Zozimo et al., 2023) regarding entrepreneurial learning, which is not merely an individual process. Rather, this process is a collective practice formed through the networks and social structures surrounding the individual. One concrete manifestation of this collective learning is the principle prohibiting the use of plastic bags in product packaging, where plastic is replaced with paper or recycled tote bags made from fabric scrap waste. This practice was taught from the beginning of her involvement at BSM by the BSM leader, not an initiative that emerged from the Yust owner herself. This event reflects that environmental values can be obtained through social learning within a community. This is in line with the explanation of (Cope, 2005) regarding the role of family or community in the entrepreneurial learning process.

The business owner's involvement at BSM then opened the opportunity to become a BSM instructor and encouraged the formation of an interesting learning pattern. Teaching skills to others became a motivation to continuously innovate and create new products. The learning by teaching demonstrated by the Yust Collection owner has not yet been discussed within the framework of Politis or Cope, making it an interesting finding for the understanding of the entrepreneurial learning process.

In addition to serving in the role of instructor, another experience was selling recycled products during training sessions. The works brought along always sold out, one of them purchased by training participants. This experience provided a sense of happiness because the works produced received a positive response, thereby encouraging the desire to continue producing. Through this experience, economic motivation also emerged.

In 2015, the BSM leader encouraged the instructors to obtain a Business Identification Number (NIB). Even though, in terms of business transactions, the Yust owner had already been conducting buying and selling informally. The explanation from the BSM leader regarding the benefits of having business legality—namely a wider network and the ability to build relationships with related government agencies—generated enthusiasm that changed her understanding of the business's development potential. This event is in line with the criteria of higher-level learning according to (Cope, 2005). These criteria explain a fundamental change in perspective caused by a discontinuous event that is consciously reflected upon. The change is not merely an accumulation of routine experience.

The Yust owner developed the ability to read market trends through several means, including: training, direct observation at shops and young consumers, observation of trends on Pinterest and competitor products, as well as direct customer feedback. The process of understanding the market then led to decisions to produce more of the products currently in demand. Nevertheless, every request, even those outside the trend, was still fulfilled, with one additional product kept as an archive. Product modification was based on customer opinions or requests, for example, variations in strap length for bag products. The learning experienced is consistent with the concept of lower-level learning (Cope, 2005), with a tendency toward the exploitative mode through refining existing products, rather than through creating entirely new possibilities (Politis, 2005a).

In the course of her journey, criticism from consumers, or from community groups that also produce craft works, arising from objections to the set product prices, was responded to by the Yust

owner by providing explanations based on rational calculations, accompanied by an assertion of the design's originality. (Cope, 2005), referring to Holman et al. (1997), states that learning is responsive, rhetorical, and argumentative in nature, grounded in relationships with others, rather than being a process that occurs in solitude.

Another experience undergone by the Yust owner was when a product was haggled over by a buyer at an event, presenting the choice of either letting the product go despite the low price, or striving to maintain the product's value by holding firm at the original price. At that time, the choice made was not to sell to the buyer offering a price below the original product price; however, the product instead sold well to another buyer who immediately agreed to the product's price without any bargaining whatsoever. This provided insight for the Yust owner that the issue was not about price, but rather about determining the right consumer segment, and it led the Yust owner to implement a limited-edition production strategy for products with a high level of complexity. This event is in line with the exploratory model (Politis, 2005a), which encourages new approaches to product strategy.

A critical event occurred when COVID-19 struck and forced the Yust owner to adapt significantly. At that time, a fairly large surplus of fabric scrap waste prompted the Yust owner to be creative by producing masks. In addition, there was also a significant reduction in employees as a result of the impact of COVID-19, with the number of employees originally being 10–12 people, now remaining only 2. In terms of product marketing, which was usually done directly to consumers, other methods had to be sought. This method involved using WhatsApp Business (WA) and Instagram, which were essentially unfamiliar to the Yust owner and forced her to step out of her comfort zone. The marketing method also changed accordingly—before COVID-19, sales through hotels serving as business partners played a fairly dominant role, but this had to shift toward sales through WA and exhibitions that could be carried out after COVID-19. This event illustrates the presence of both higher-level learning and the exploratory model.

Another change in the journey of Yust Collection also occurred when the role of family breadwinner had to be taken over by Bu Yus herself due to family circumstances. This situation prompted a new orientation underlying the approach to products. Product production, which had previously still accommodated personal taste even though such products sold slowly, shifted toward a focus on producing products that would sell quickly to meet her family's living needs. At this point, the moment experienced changed the perspective from what was originally idealistic and exploratory toward pragmatic and exploitative in the journey of Yust Collection.

Another dynamic that the Yust owner had to face was the inability to fulfill large orders (500 pieces of product). This also prompted the Yust owner to teach her skills to others. However, this effort did not yield maximum results because the quality of the work produced by others differed, making the Yust owner realize that skilled labor is difficult to find, even though various free training channels had been consistently provided. This finding is in line with the findings of (Wati & Setiaji, 2026) research, which states that there are limitations in human resource skills among MSMEs similar to Yust Collection.

The establishment of Yust Collection itself was grounded in the desire to help the government reduce waste in the neighborhood environment. The activity of selling products at Yust Collection subsequently helped meet the family's economic needs, which is understood as a positive impact of the business. Furthermore, the economic role of Yust Collection has indeed become increasingly important for the family's livelihood. In line with this shift in the meaning of Yust Collection's existence, the meaning of success for the Yust owner is not centered on achievements from the

financial aspect of the business. The Yust owner expressed that she does not yet feel successful because the vision of making her entire neighborhood a themed recycling village has not yet been realized. This aspiration is oriented toward impact for the community, not merely personal business achievement. This finding is in line with the concept of entrepreneurial success as a multifactorial and subjective construct (Wach et al., 2016). In addition, the lower financial motivation is consistent with the general characteristics of ecopreneurs (Kirkwood & Walton, 2010).

Entrepreneurial Knowledge: The Knowledge Formed

The learning process undergone by the Yust owner resulted in the ability to recognize market opportunities, read trends and consumer segmentation (lower-middle consumers and upper-middle consumers). Reading buyer orientation for functional needs versus buyers with the character of art enthusiasts/collectors. Developing products with design complexity so as to increase the perceived value of the product, to the point that buyers are unaware of the recycled raw materials. In addition, also developing the ability to set higher prices for complex or limited-edition products, as well as varying marketing channels ranging from consignment at several hotels, WhatsApp, Instagram, Google Maps, and exhibitions.

Yust Collection, as a business that was initially run informally, was certainly not immune to the potential for failure. However, this risk could be overcome through knowledge formed from experience. One example is handling business legality (NIB) as a strategy to overcome informal status, systematic raw material management in which Yust Collection divides raw materials into three purposes, namely for production, training materials, and savings at the waste bank. The pricing applied is based on production cost calculations as a rational business defense. Realistic production capacity management is achieved through deadline negotiation, so that there is no need to reject incoming large orders.

The phenomenon present at Yust Collection can be observed in that the Yust owner recognized the opportunity that recycled products could hold economic value and be sold, which was then followed by the business legality process. This sequence is in line with the argument of (Politis, 2005b), which explains that the management of a new venture centers on recognizing entrepreneurial opportunities, which are then acted upon.

The Realization of Green Entrepreneurship Practice at Yust Collection

The explanation of the three stages of learning outlined previously provides an illustration of how the green entrepreneurship practice at Yust Collection was formed. The existence of a prohibition on the use of plastic bags in product packaging, which demonstrates that environmental orientation was formed through social learning within the community (Cope, 2005; Zozimo et al., 2023). From the findings, there is also an interesting point: the skill of creating works from used goods had already been possessed since childhood as initial experience capital, but the orientation and environmental values that transformed this skill into green entrepreneurship practice were reinforced through the moment of joining BSM. This trajectory illustrates the ethical maverick typology (Walley & Taylor, 2002), which is influenced by social networks. Nevertheless, from the very beginning, the establishment of the business was grounded in the desire to help the government reduce waste. In line with the development of the business, the Yust owner interprets success as the realization of a themed recycling village, not merely financial success for Yust Collection, reflecting the characteristics of a visionary champion (Walley & Taylor, 2002) and a community-based meaning of success (Wach et al., 2016).



Based on the existing findings, the green entrepreneurship practice at Yust Collection was not formed instantly, but rather is the result of a continuous entrepreneurial learning process. This process began with self-taught skills, continued with the experience of selling products informally, went through critical events due to COVID-19 and family circumstances, and received various criticisms from customers or groups surrounding the business, which ultimately led to entrepreneurial knowledge that enables the recognition of opportunities while also overcoming the vulnerabilities of her business as a micro-enterprise.

CONCLUSION

Based on the results and discussion that have been explained, the conclusions of this research are as follows: initial experience capital was formed from skills learned self-taught since childhood. This experience is not covered within the three types of experience developed by Politis (2005b), making it interesting to broaden the category of experience within the context of micro-scale MSMEs. The next important point is the process of transforming experience into knowledge, which is a combination of routine learning and deep learning from various moments such as business conditions during COVID-19, family circumstances, and various criticisms received. The entrepreneurial knowledge formed contributes to the development of the ability to recognize market opportunities and overcome the vulnerabilities of a new venture, with the process sequence being in line with the argument of (Politis, 2005b). The green entrepreneurship practice at Yust Collection was formed through a learning process with environmental motivation as the foundation for the establishment of the business. In addition, the meaning of success oriented toward collective impact for the community, rather than merely the financial achievement of the business, is also an interesting part of the overall research findings.

Theoretical Contribution. This research contributes theoretically by combining the perspectives of green entrepreneurship (Dean & McMullen, 2007; Walley & Taylor, 2002) and entrepreneurial learning (Cope, 2005; Politis, 2005b, 2005a; Zozimo et al., 2023) in a case study of a micro-scale recycling craft MSME. This context is underrepresented in existing green entrepreneurship studies (Fubah et al., 2026; Mohanan & Rangaswamy, 2025; Mondal & Singh, 2025). This research identifies the pattern of learning through teaching (learning by teaching) as a mechanism of experience transformation, a mechanism that has not yet been explicitly explained (Cope, 2005), (Politis, 2005b, 2005a), thus being regarded as an additional contribution to the understanding of the entrepreneurial learning process. This research also shows that the green entrepreneur typology (Walley & Taylor, 2002) can be complementary in combination, such as the ethical maverick trait in the mechanism of forming environmental values and the visionary champion trait in the sustainability vision of Yust Collection.

Practical Implications. The findings of the research show that the existence of a supporting community such as the Waste Bank becomes a space for forming or strengthening environmental values and a driver of business formalization awareness, thus not merely serving as a provider of technical training. Local governments and waste bank managers may consider strengthening the role of continuous mentoring, not only focusing on production skills training, but also potentially focusing on improving digital marketing literacy. This aspect is important in accordance with the evidence from Yust Collection's business journey.

Research Limitations. This research shows various interesting findings; nevertheless, it also has a number of limitations. First, the Yust Collection case study is not intended for statistical generalization, but rather to provide an in-depth understanding that can be further tested in similar



contexts. Second, the data of this research does not allow for a definitive conclusion regarding when the sustainability vision was specifically formed, so that the interpretation of the blending of green entrepreneur typologies in this research is not longitudinal in nature.

Suggestions for Future Research. Future research is recommended to: (1) conduct longitudinal research to more deeply trace how the sustainability vision of MSME actors is formed and develops, (2) test the learning-by-teaching pattern in other MSME contexts to assess the extent to which this pattern is general within the context of micro-scale MSMEs, and (3) conduct a multiple case study on several MSMEs that implement green entrepreneurship practices to enrich the understanding of variations in the green entrepreneurial learning process, particularly in developing countries.

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