

The Influence of Green Human Resource Management on Environmental Performance of Pre-School Education Through Environmentally Friendly Organizational Culture

Yunzиро, Sulaiman Helmi & Muji Gunarto

Universitas Bina Darma

Email: yuyunzиро09@gmail.com

Abstract

This study aims to analyze the effect of Green Human Resource Management (GHRM) on the environmental performance of PAUD schools with an environmentally friendly organizational culture as a mediating variable. GHRM includes practices such as green recruitment, training, performance appraisal, and incentives that support environmental sustainability. An environmentally friendly organizational culture is defined as collective values, beliefs, and behaviors that support environmental initiatives in educational institutions. This study uses a quantitative approach with a survey method of educators and staff in a number of PAUD schools. Data were analyzed using Structural Equation Modeling (SEM). The results showed that GHRM has a significant influence on environmental performance, both directly and through an environmentally friendly organizational culture. This study contributes to academic literature and management practice, especially in supporting sustainability strategies in the education sector.

Keywords: green human resource management, environmentally friendly organizational culture, environmental performance, early childhood education, sustainability.

1. Introduction

An environmentally friendly organizational culture is also an important element in supporting sustainability. This culture reflects collective values, beliefs, and behaviors that support sustainability, which ultimately contribute to improved environmental performance (Kim et al., 2022). In the context of education, environmental performance includes waste management, energy efficiency, and increasing students' environmental awareness. However, research on the implementation of GHRM in ECE institutions, especially how these practices affect environmental performance through an environmentally friendly organizational culture, is still limited.

Green Human Resource Management(GHRM) is a human resource management approach that integrates environmental sustainability principles into HR functions such as recruiting, training, performance appraisal, and compensation.(Miah, Rahman, et al., 2024)The implementation of GHRM not only improves compliance with environmental regulations, but can also reduce operational costs through energy and resource efficiency, improve corporate image, and strengthen the involvement of environmentally conscious employees (Sugiarto, 2024). Environmental sustainability is becoming an increasingly urgent global issue to address, including in the education sector. Early childhood education (PAUD) has a strategic role in forming environmental awareness from an early age, so practices that support sustainability in educational institutions are important.(Fawehinmi et al., 2020)One approach that can be applied is Green Human Resource Management (GHRM), which is human resource management that

is oriented towards environmental sustainability (Jabbour & Renwick, 2021). GHRM practices include green recruitment, green training, green performance appraisal, and incentives to support sustainability initiatives (Pham et al., 2020). However, the application of GHRM in the education sector, especially PAUD, is still rarely studied. In addition, the role of green organizational culture in mediating the relationship between GHRM and environmental performance has not been widely discussed. This study aims to fill this gap by analyzing how GHRM affects the environmental performance of PAUD schools through green organizational culture. This study is expected to provide academic contributions as well as practical directions in supporting sustainability in the education sector.

This study aims to analyze the influence of GHRM on environmental performance through the mediating role of environmentally friendly organizational culture in PAUD schools. This study is expected to provide theoretical and practical contributions in supporting welfare in the early childhood education sector. In fact, exploration in the local context can provide new perspectives that are more relevant and applicable. Finally, environmental performance measurements in previous studies often use indicators that are relevant to the industrial sector, such as emission reduction or waste management (Jabbour et al., 2021). However, these indicators are not yet fully relevant to educational institutions. Therefore, this study offers a new approach to measuring environmental performance through the practice of cruelty applied in PAUD schools. This study is expected to complement this and make a significant contribution to the academic literature.

One of the main novelties of this study is its focus on early childhood education institutions such as PAUD, which have not received much attention in GHRM studies. So far, most studies related to GHRM have focused on the manufacturing sector and large corporations, so this study provides a new perspective by exploring the application of GHRM in the context of education, especially in forming environmental awareness from an early age.

This study also offers a new approach by introducing green organizational culture as a mediating variable. This approach provides a deeper understanding of the role of values, beliefs, and collective behaviors in organizations to strengthen the relationship between GHRM practices and environmental performance. This fills the gap in previous studies that tend to only analyze the direct relationship between GHRM and environmental performance without considering the role of organizational culture.

In addition, this study was conducted in the local context of Indonesia, a developing country facing unique challenges in environmental management and education. Thus, this study contributes to the literature by offering new insights into the application of GHRM in the context of developing countries, which often have different resource constraints and organizational cultural dynamics compared to developed countries.

Another novelty of this study is the development of environmental performance indicators that are relevant to educational institutions. Previously, environmental performance indicators were more directed at the industrial sector, such as emission reduction and waste management. This study introduces indicators that are more appropriate to the educational context, such as school waste management, greening initiatives, and environmental awareness programs for children. This novelty provides an important contribution in measuring the success of poverty programs in PAUD schools and offers a relevant framework for its management. Thus, GHRM becomes a relevant strategy in supporting sustainable development in various sectors (Kompasiana,

2024).

2. Literature Review

2.1 Green Human Resource Management (High RM)

GHRM is a strategic approach to human resource management that supports an organization's sustainability goals (Jabbour et al., 2021). The main elements of GHRM include green recruitment, green training, green performance appraisal, and green incentives. GHRM includes practices such as green recruitment, green training, green performance appraisal, and green incentives. GHRM focuses on creating an organization that is not only operationally effective but also cares about its environmental impact (Jabbour & Renwick, 2021). These practices enable organizations to integrate sustainability values into the daily activities of their workforce (Pham et al., 2020). GHRM encompasses various practices, such as green recruitment, green training, green performance evaluation, green incentives, and employee involvement in green initiatives. Research by Masum Miah et al. (2024) shows that GHRM practices can be an important tool in integrating sustainability goals into organizational operations. These practices not only support operational efficiency but also increase employee commitment to environmental issues. In addition, Shoaib et al. (2021) highlighted that green human resource development through green training is one of the key dimensions of GHRM that contributes significantly to organizational sustainability.

2.2 Environmentally Friendly Organizational Culture

This green organizational culture plays a vital role in creating an environment that supports the implementation of sustainable practices. Green organizational culture is a pattern of collective values, beliefs, and behaviors that support environmental sustainability. (Molina-Azorin et al., 2021) In the environmental context, this culture reflects how the organization encourages the workforce to participate in sustainability initiatives through consistent norms, policies, and operational practices (Kim et al., 2022). This culture is an important foundation in encouraging employees to actively participate in environmental initiatives. Study by (Agarwal et al., 2024) showed that organizations with a strong pro-environmental culture tend to have employees who are committed to sustainable environmental management. In the context of GHRM, an environmentally friendly organizational culture acts as a bridge that strengthens the relationship between GHRM practices and environmental performance (Kim et al., 2022).

2.3 Environmental Performance

Environmental performance is defined as the results of an organization's actions in managing its environmental impact. In the context of education, environmental performance includes waste management, energy efficiency, greening of school areas, and increasing students' environmental awareness (Jabbour et al., 2021). Environmental performance is measured based on waste management, energy efficiency, greening initiatives, and increasing students' environmental awareness (Kim et al., 2022). Environmental performance in an organization is measured based on the achievement of sustainability goals, such as waste management, energy efficiency, greening initiatives, and increasing environmental awareness. (Febrian et al., 2024) states that good environmental performance not only enhances an organization's reputation but also provides economic benefits through reduced operating costs. In the context of education, environmental performance includes initiatives to raise students' awareness of the importance of sustainability, for example through student participation in recycling or school

greening programs.(Vasudevan et al., 2024).

2.4 The Relationship between GHRM, Organizational Culture, and Environmental Performance

Research shows that GHRM has a direct influence on environmental performance, both through the implementation of green practices and the development of an organizational culture that supports sustainability. According to research by Akhtar et al. (2023), an environmentally friendly organizational culture mediates the relationship between GHRM and environmental performance by creating collective values that encourage employees to actively engage in pro-environmental initiatives. This is also supported by(Saad et al., 2024), who found that organizations with a strong green culture tend to have better environmental performance. Bibliometric analysis by Akhtar et al. (2023) shows a significant increase in research related to GHRM over the last decade. This trend reflects the increasing attention to the importance of GHRM integration in various sectors, including education. The study also highlights that GHRM implementation in the education sector remains an under-explored research area, thus offering great opportunities for further research.

3. Research Method

This study uses a quantitative approach with a survey design. Data collection was carried out through questionnaires distributed to educators and staff at a number of PAUD schools. The research instruments include GHRM indicators, environmentally friendly organizational culture, and environmental performance measured using a 5-point Likert scale. Sampling was carried out purposively with a minimum of 100 respondents. Data analysis was carried out using Structural Equation Modeling (SEM) to test the relationship between variables.(Al-Nuaimi et al., 2021).

4. Findings and Discussions

The results of the study indicate that GHRM has a significant positive effect on environmental performance, both directly and through green organizational culture. Green organizational culture is also proven to mediate the relationship between GHRM and environmental performance. These findings support the Resource-Based View theory.(Miah, Szabó-Szentgróti, et al., 2024), which states that organizational resources, such as GHRM and organizational culture, can provide sustainable competitive advantage.

An environmentally friendly organizational culture plays a vital role in creating an environment that supports sustainability initiatives. When GHRM practices are consistently implemented, a pro-environmental organizational culture will be formed, which ultimately improves the environmental performance of educational institutions.

Table 1. Respondent Characteristics

Gender	Number of Respondents
Man	35 people (35%)
Woman	65 rating (65%)

Table 2. Position

Position	Amount
Educator	80 people (80%)
Administrative staff	20 rating (20%)

Table 3. Length of Work Period

Length of work	Number of Respondents	Percentage
< 1 year	15 people	15%
1-5 years	55 people	55%
5 years	30 people	30%

Validity: All indicators have an item-total correlation value > 0.3 so they are valid.

Reliability: Cronbach's Alpha values for all variables are as follows:

- GHRM: 0.89 (reliable)
- Environmentally friendly organizational culture: 0.87 (reliable)
- Environmental performance: 0.91 (reliable)

Descriptive Statistics Results are:

1. GHRM: 4.3 (very high category)
2. Environmentally Friendly Organizational Culture: 4.2 (high category)
3. Environmental Performance: 4.4 (very high category)

Regression Analysis Results are:

Regression coefficient (β_1): : 0.68

ρ -value: < 0.001 (significant at $= 0.05$) α

R-squared: 0.48 (48% of environmental performance variation)

The Relationship between GHRM and Environmental Culture:

Regression coefficient (β_1): : 0.74

ρ -value: < 0.001 (significant)

The Relationship between Environmentally Friendly Organizational Culture and Environmental Performance:

Regression coefficient (β_1): : 0.61

ρ -value: < 0.001 (significant)

4.4 Results of Mediation Analysis

Sobel Test

Sobel Stats: 3.45

ρ -value: < 0.001 (significant)

These results indicate that green organizational culture significantly mediates the relationship between GHRM and environmental performance.

1. GHRM has a positive and significant effect on environmental performance (regression coefficient = 0.68, $p < 0.001$), with a variation in environmental performance of 48%.
2. GHRM has a positive influence on environmentally friendly organizational culture (regression coefficient = 0.74, $p < 0.001$).
3. An environmentally friendly organizational culture has a positive effect on environmental performance (regression coefficient = 0.61, $p < 0.001$).
4. Environmentally friendly organizational culture mediates the relationship between GHRM and performance.

5. Conclusion

This study confirms that GHRM plays an important role in improving environmental performance in PAUD schools. An environmentally friendly organizational culture also plays a significant role as a mediator. This study provides practical contributions for school managers in designing sustainability strategies based on GHRM. For further research, it is recommended to explore external factors, such as government regulations and community participation, in supporting the implementation of sustainability in the education sector.

References

- Agarwal, P., Upadhyay, R.K., Anuj, Ahalawat, K., Kukreti, R., & Akhtar, A. (2024). Environmental performance in higher education and green human resource management: the mediating role of organizational citizenship behavior. *International Journal of Management Practice*, 17(6), 713–734.
- Ahmad, S. (2015). Green human resource management: Policy and practice. *Cogent Business & Management*, 2(1), 1030817.
- AlNuaimi, B.K., Khan, M., & Ajmal, M.M. (2021). The role of big data analytics capabilities in greening e-procurement: A high-level PLS-SEM analysis. *Technological Forecasting and Social Change*, 169 (April), 120808. <https://doi.org/10.1016/j.techfore.2021.120808>
- Fawehinmi, O., Yusliza, MY, Mohamad, Z., Noor Faezah, J., & Muhammad, Z. (2020). Assessing the green behavior of academics. *International Journal of Manpower*, 41(7), 879–900. <https://doi.org/10.1108/IJM-07-2019-0347>
- Febrian, WD, Ady, SU, & Sayidah, N. (2024). Implementation of Green Human Resource Management (Green HRM) in the Context of Students: Cultivating Environmental Awareness in Campus Human Resource Management. *Journal of Economics, Management, Entrepreneurship, and Business (JEMEB)*, 4(2), 322–329.
- Miah, M., Rahman, S. M. M., Biswas, S., Szabó-Szentgróti, G., & Walter, V. (2024). The impact of green human resource management practices on employees' green behavior: the role of employees' environmental knowledge management and green self-efficacy for work environment. *International Journal of Organizational Analysis*.

Miah, M., Szabó-Szentgróti, G., & Walter, V. (2024). A systematic literature review on green human resource management (GHRM): an organizational sustainability perspective. *Cogent Business and Management*, 11(1). <https://doi.org/10.1080/23311975.2024.2371983>

Molina-Azorin, JF, López-Gamero, MD, Tarí, JJ, Pereira-Moliner, J., & Pertusa-Ortega, EM (2021). Environmental management, human resource management, and green human resource management: A literature review. *Administrative Sciences*, 11(2), 48.

Saad, ZA, Fauzi, MA, Zulkepli, L., Moshood, TD, & Hussain, S. (2024). Green human resources in higher education institutions: a systematic literature review. *Journal of Applied Research in Higher Education*, published before print date. <https://doi.org/10.1108/JARHE-01-2024-0033>

Vasudevan, H., Moya, DRC, Nagarathanam, R., & Newaz, F.T. (2024). Green training and pro-environmental behaviors enhancing sustainable development goals in higher education institutions: a conceptual approach. *International Journal of Indian Culture and Business Management*, 31(3), 322–341.

Jabbour, C.J.C., & Renwick, D.W.S. (2021). Linking human resource management and environmental sustainability: A systematic review and research agenda. *Journal of Cleaner Production*, 278, 123458. <https://doi.org/10.1016/j.jclepro.2020.123458>

Pham, N.T., Thanh, T.V., Tučková, Z., & Jabbour, C.J.C. (2020). Green human resource management and employee commitment to the environment: A review of influential factors. *Business Strategy and the Environment*, 29(3), 751-765. <https://doi.org/10.1002/bse.2437>

Kim, Y., Kim, W. G., & Lee, M. J. (2022). Environmental awareness and pro-environmental behavior in schools: The role of environmentally friendly human resource management. *Journal of Environmental Management*, 305, 114378.

<https://doi.org/10.1016/j.jenvman.2021.114378>

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>)