

UNDERSTANDING GREEN BEHAVIOR AMONG INDONESIAN UNIVERSITY STUDENTS: A HUMAN RESOURCE PERSPECTIVE

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ABSTRACT

The increasing demand for environmentally friendly behavior in the future workforce is driven by industries shifting toward sustainable practices. As today's university students represent the human resources that will fill this future workforce, it is essential for educational institutions to understand the factors influencing students to adopt green behavior. This study aims to explore the various factors that motivate students to engage in environmentally sustainable practices, both in their daily lives and in campus activities. Using qualitative research methods, in-depth interviews were conducted with students from diverse faculties selected through purposive sampling. The findings reveal several key factors influencing green behavior: family background, where familial values shape attitudes toward sustainability; peer influence and community support, which foster a sense of responsibility through social circles; education and awareness, as access to university programs enhances understanding of environmental issues; social media and campaigns, providing inspiration for sustainable practices; personal motivation and health awareness, linking a clean environment to well-being; availability of resources and facilities, which facilitates eco-friendly behaviors; and cultural and societal norms, influencing the adoption of sustainable practices when widely accepted. The study underscores the vital role universities play in promoting sustainability by integrating it into curricula, enhancing educational programs, and collaborating with industry partners. By equipping students with the knowledge and skills necessary for green behavior, educational institutions can prepare them for the evolving demands of the workforce, ultimately contributing to a more sustainable future.

Keywords: Green behavior, Environmental awareness, Campus sustainability, Sustainable workforce

INTRODUCTION

In recent years, there has been a significant shift in industries toward sustainable practices, driven by an increasing demand for environmentally friendly behavior. With rapid industrialization and urbanization, the country faces significant challenges such as deforestation, waste management, and pollution. These challenges pose a threat to biodiversity, public health, and the overall quality of life. This trend reflects a broader recognition of the urgent need to address environmental challenges and promote sustainable development. As we look to the future workforce, today's university students will play a crucial role in shaping and implementing these sustainable practices.

As future leaders and decision-makers, university students must be equipped with the knowledge and motivation to engage in environmentally sustainable practices. Understanding the factors that influence their green behavior is essential for fostering a generation capable of tackling these urgent environmental challenges.

Additionally, the shift toward sustainability in various industries necessitates a workforce that is not only knowledgeable but also committed to sustainable practices. Companies are increasingly

prioritizing environmental responsibility, and they seek employees who are not only aware of these issues but are also passionate about implementing sustainable solutions. By understanding what motivates students to adopt green behavior, educational institutions can better prepare their graduates for the demands of a changing job market that increasingly values sustainability. This alignment between education and industry needs underscores the relevance of this study in shaping the future workforce.

Moreover, the current global climate crisis emphasizes the need for collective action and engagement at all levels of society. Universities play a pivotal role in promoting awareness and encouraging sustainable practices among students, who are key agents of change. By investigating the factors that influence green behavior, this study can inform the development of targeted initiatives and policies within educational institutions that promote sustainability. The findings will not only contribute to the academic discourse on environmental behavior but also provide practical recommendations for universities looking to enhance their sustainability efforts. Ultimately, the urgency of this study lies in its potential to empower students to take meaningful action toward a more sustainable future, both in Indonesia and globally.

Understanding what motivates students to engage in environmentally sustainable practices is vital for fostering a culture of sustainability within campuses and beyond. This involves examining various factors, including individual attitudes, social influences, and institutional support that can encourage or hinder green behavior. By exploring these influences, educational institutions can develop effective strategies to promote sustainability among students, not only in their daily lives but also in their academic and extracurricular activities. This study, titled "Understanding Green Behavior Among Indonesian University Students: A Human Resource Perspective," aims to delve into these motivational factors, providing valuable insights for educators, policymakers, and stakeholders committed to cultivating a generation of environmentally conscious individuals.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Literary Studies

According to Dwivedi et al. (2020), green behavior refers to the actions of individuals or groups aimed at reducing negative impacts on the natural environment, such as adopting more energy-efficient practices, supporting the use of eco-friendly materials, and curbing excessive consumption. Huang et al. (2020) define green behavior as actions by individuals or groups that support environmentally friendly practices, such as recycling, energy conservation, using public transportation, and purchasing eco-friendly products. Jansson and Marell (2022) describe green behavior as the efforts of individuals or groups to minimize their negative environmental impact, including reducing carbon footprints, using renewable energy, and choosing sustainable products and services. Stern (2022) explains that green behavior is driven by awareness of the importance of environmental preservation, encompassing efficient resource use, participation in climate change mitigation efforts, and pollution reduction.

In some study green behavior also refers to environmental awareness. Environmental awareness refers to the understanding and consciousness of individuals or groups regarding environmental issues, including the impact of human activities on ecosystems and how to preserve or improve environmental conditions. This factor is often a key indicator of environmentally friendly behavior or green behavior. Environmental awareness involves an individual's understanding of the importance of conserving natural resources, reducing pollution, using energy efficiently, and lowering their carbon footprint. Individuals with a high level of environmental awareness are more likely to adopt pro-environmental behaviors such as recycling, using sustainable transportation, or choosing eco-friendly products. Clark and Henn (2023) indicate that the level of environmental awareness significantly influences individuals' tendency to adopt environmentally friendly attitudes.

Nathan and Gaus (2019) found that personal motivation to support sustainability is a key factor in encouraging environmentally friendly actions among students. Personal motivation in students, within the context of green behavior, refers to their internal drive to engage in environmentally friendly actions. This motivation may stem from personal values, an understanding of the importance of environmental preservation, or a desire to make a positive contribution to the planet's future. Students with high personal motivation are often more likely to take the initiative in reducing their ecological footprint and promoting pro-environmental behavior on campus and in society.

According to Sakamoto and Iida (2021) exposure to pro-environmental information through social media can increase intentions and actions toward pro-environmental behavior. Social media plays a crucial role in shaping online communities that are concerned with the environment. Through platforms like Facebook, Instagram, Twitter, and YouTube, individuals can share information, experiences, and environmental initiatives. Hashtag campaigns, educational videos, and inspirational stories posted on social media can influence attitudes and behaviors toward green behavior. Moreover, social media facilitates collaboration between organizations and connects individuals with resources and opportunities to engage in activities that support the environment. This meta-analysis explores the impact of social media on pro-environmental behavior, showing how information and content shared on social media can influence individuals' attitudes and actions toward the environment. Availability of Campus Facilities and Programs.

Building on this foundation, Fang et al. (2018) found that ecotourism knowledge significantly impacts the behavioral intentions of university students in China and Taiwan, with a stronger effect observed among Chinese students. Despite limited environmental education interventions in both countries, the "knowledge–attitude–behavior" model remains prevalent, suggesting that environmental knowledge can influence attitudes and promote responsible behaviors.

In contrast with Fang et.al. Genoveva and Syahrivar (2020) concludes that Indonesian millennials' green behavior intention is driven by the New Environmental Paradigm (NEP), while their green lifestyle is influenced by religious and spiritual values. Aligning with the Theory of Planned Behavior (TPB), intention strongly predicts lifestyle. Indonesian millennials, both in Asia and Europe, share concerns about environmental limits, ecological imbalance, and potential catastrophe, with no statistical difference in these concerns based on location. However, regional influence on green lifestyle is significant; Indonesian millennials in Asia show a stronger commitment to eco-friendly consumption than those in Europe, likely due to a higher urgency to address environmental challenges amid technological and lifestyle disparities.

Moreover, Vale et al. (2022) found that internal stakeholders in an industrial SME had limited understanding of social and intellectual capital (SIC), often associating it narrowly with human aspects and overlooking its interconnected dimensions needed to create value. They also misunderstood sustainability, focusing only on environmental concerns rather than recognizing its broader, interrelated dimensions. Despite this, stakeholders emphasized the importance of economic, social, and environmental issues, viewing waste reduction and management as crucial for improving both economic and environmental performance. The study further highlighted that social human capital (SHC) positively influences sustainable performance by enhancing employees' behaviors and knowledge across economic, environmental, and social areas. Social structural capital (SSC) was essential for implementing corporate sustainability, boosting performance in all three dimensions, while social relational capital (SRC) also contributed to sustainable performance but did not yield perceived economic benefits for the company or its customers.

Finally, Yu, Wu, and Wang (2022) found that green living behavior (GLB) and green social behavior (GSB) among university students are directly influenced by behavioral intention, with a stronger intention leading to higher likelihoods of GLB and GSB, supporting the hypothesis that intention drives behavior. Behavioral intention itself is shaped by attitudes and subjective norms, with subjective norms being the primary influence. Students with higher scores in attitudes and subjective norms demonstrate stronger green intentions, indicating the impact of social and attitudinal factors on their behavior. Subjective norms also directly affect GSB, while green media exposure (GME) serves as a precursor to subjective norms, exerting a direct influence on GSB by increasing awareness and shaping the social and environmental context of students' lives. The study suggests that GME fosters social and environmental changes, promoting green social behaviors and enhancing students' environmental literacy. Additionally, attitudes directly influence GLB, with GME indirectly promoting GLB by enhancing subjective norms and attitudes. As GLB is associated with students' daily environmental habits, improvements in attitudes driven by GME encourage greater green living practices.

Overall, the study suggests that multiple factors, ranging from individual knowledge and attitudes to social norms, play a significant role in shaping green behavior among university students. The findings provide a strong foundation for understanding the motivations behind sustainable behavior among Indonesian university students, especially in the context of unique social and cultural values.

Given the urgency to address the environmental challenges facing Indonesia, this study aims to explore more deeply the factors that influence students in adopting environmentally friendly behavior. With the insights gained from this study, it is hoped that educational institutions can design more effective interventions to encourage sustainable behavior among students, so that they can contribute significantly to creating a greener and more sustainable future.

Hypothesis Development

This study does not develop formal hypotheses due to its qualitative nature; instead, it focuses on exploring in-depth insights into the factors influencing green behavior among university students. This research aims to explore two primary questions. The first question investigates the factors influencing university students to adopt green behavior. Understanding these factors is crucial, as it provides insights into the motivations and barriers that students face in their pursuit of environmentally sustainable practices. By identifying these elements, the study seeks to highlight the diverse influences—ranging from individual attitudes, social norms, and environmental education—that shape students' behaviors towards sustainability.

The second question examines the implications of these findings from a human resource perspective. Specifically, it explores how educational institutions can leverage the understanding of green behavior to better prepare students for future workforce needs. By integrating sustainable practices into curricula and campus activities, universities can cultivate a generation of environmentally conscious professionals who are equipped to address the challenges of sustainability in their respective fields. This alignment not only enhances students' employability but also contributes to the broader goal of promoting sustainable development in society.

RESEARCH METHOD

This research employs a descriptive qualitative method obtained through in-depth interviews with informants who are students at Universitas Maritim Raja Ali Haji (UMRAH) from various faculties. UMRAH was chosen as the study site because it is Indonesia's only maritime-focused university, which provides a unique context for exploring environmentally friendly behaviors. Given its emphasis on maritime studies, the university fosters a culture of environmental awareness and stewardship, making it an ideal setting to investigate how these values influence student behaviors. This method was selected to gain a deeper understanding of the environmentally friendly behaviors of students, allowing for the exploration of individual perspectives and experiences directly.

Data were collected from the results of interviews conducted over several weeks, where informants were selected based on their demonstrated environmentally friendly behaviors, such as carrying reusable water bottles, sensitivity to environmental issues reflected in their participation in social media campaigns, and awareness of the importance of maintaining environmental health for future generations. The interviews were conducted using a hybrid method, combining face-to-face and online approaches to enhance comfort and accessibility for the informants. During the interviews, the researcher focused on open-ended questions that encouraged informants to share their views and personal experiences related to environmentally friendly behaviors.

The data obtained were analyzed through several stages: (1) in-depth interviews that allowed the researcher to explore information in detail, (2) reading through all the data to gain a comprehensive understanding, and (3) processing and synthesizing the data to draw relevant conclusions and provide recommendations that can be applied in efforts to enhance environmental awareness among students.

RESULTS

The informants generally demonstrate eco-friendly behaviors that reflect a commitment to reducing environmental impact, although the consistency and specific practices vary among them. The interview results reveal that the informants have a relatively high awareness of the importance of reducing single-use plastic consumption. They show strong support for initiatives aimed at mitigating the negative impacts of plastic on the environment. For instance, some informants actively use reusable water bottles and cloth shopping bags, although there are inconsistencies in their usage.

The informants also recognize that a clean and sustainable environment directly affects their personal health. Their pro-environmental behaviors are influenced by values learned since childhood within their families, such as the habit of not littering and conserving resources by turning off electronic devices and lights when not in use, as well as efforts to save water.

Peer influence further strengthens their pro-environmental attitudes and behaviors, encouraging and inspiring them to actively participate in environmental support activities. The university's role in facilitating and educating students about environmental issues also empowers them to adopt pro-environmental behavior. The informants believe that the university is quite active in supporting pro-environmental behaviors among students by providing adequate facilities. However, this study reveals that several challenges hinder students from consistently applying pro-environmental behaviors. Some informants admitted that they still rarely separate organic and inorganic waste, even though they are aware of the importance of such habits. Additionally, while the university provides supportive facilities like adequate waste bins, some informants feel that the campus needs to enhance the number and types of environmentally friendly facilities and conduct more seminars related to environmental issues to encourage broader student engagement. An overview of their environmentally friendly behaviors can be seen at Table 1.

Table 1. Green Behaviors of Informants

| Green Behavior | Interview Synthesis |
|---|---|
| Reduction of Single-Use Plastics | Most of the informants make efforts to avoid single-use plastics. They carry reusable items like water bottles, shopping bags, and food containers to minimize plastic waste. A few of them also select products with minimal packaging, though some rely on available facilities for waste disposal rather than strict waste separation. |
| Waste Separation Practices | While some informants consistently separate organic and non-organic waste, others are less consistent, depending instead on the availability of facilities around them, such as separate bins for various waste types. Despite this, there is an overall awareness of the importance of waste segregation for environmental cleanliness. |
| Energy Conservation | Energy-saving habits are common across all informants, including switching off lights and electronic devices when not in use. Some extend this practice to reduce their carbon footprint at home and on campus by using public transportation or conserving water. |
| Choice of Eco-Friendly Products | Reusable and eco-friendly products are preferred by a majority of the informants. They frequently carry reusable bottles and occasionally use fabric shopping bags. Although some informants' use of eco-friendly products is situational, they acknowledge their importance in reducing pollution. |
| Community and Family Influence | Friends, family, and campus communities play a significant role in encouraging eco-friendly behaviors. Informants are inspired by their surroundings, particularly by peers and family who share similar values in environmental care. Campus organizations and events on environmental issues also serve as motivation for environmentally friendly actions. |
| Digital Influence and Environmental Campaigns | Social media and environmental campaigns have impacted all informants by raising awareness and inspiring them to adopt new, sustainable practices. Digital resources provide them with information on global environmental issues, reinforcing their eco-friendly habits and actions. |

While the informants exhibit a range of eco-friendly behaviors, there are several practices they have not yet consistently adopted, indicating opportunities for further education, engagement, and support from their community and institutions. Here are some of those behaviors:

1. **Consistent Waste Separation:** While some informants express an understanding of the importance of separating waste, their practice is not always consistent. They rely on the availability of

- appropriate waste bins, and not all actively engage in diligent waste sorting at home or in public spaces.
2. **Regular Use of Eco-Friendly Products:** Although many informants carry reusable bottles and bags, not all incorporate these practices into their daily routines consistently. Some only use eco-friendly products based on situational convenience rather than as a regular habit.
 3. **Participation in Campus Initiatives:** Several informants mentioned a lack of involvement in campus programs or initiatives focused on environmental sustainability. They expressed interest in participating but noted that opportunities were limited or not sufficiently promoted.
 4. **Broader Awareness and Education:** While the informants obtain some information about environmental issues through social media and campus activities, they feel there is still a lack of comprehensive education and awareness campaigns at their university. This gap limits their understanding of more extensive eco-friendly practices that could be applied in their lives.
 5. **Adoption of Renewable Energy Practices:** The informants have not reported engaging in behaviors related to the adoption of renewable energy sources, such as advocating for solar panels or energy-efficient appliances at home.
 6. **Community Involvement and Activism:** Although they express concern about environmental issues, the informants do not actively participate in community-based environmental activism or volunteer efforts, which could amplify their impact.

Table 2. Factors that Influence Green Behavior among Students

| Green Behavior Factor | Description |
|--|--|
| Family Background | Many informants attribute their environmental awareness and behaviors to the values instilled in them by their families from a young age. Growing up in households that prioritize environmental care has shaped their attitudes towards sustainability. |
| Peer Influence and Community Support | The informants feel motivated by their peers and the campus community, which encourages them to engage in eco-friendly practices. Social circles that promote environmental awareness and collective action foster a sense of responsibility and commitment among individuals. |
| Education and Awareness | Access to educational programs and seminars at their university significantly influences the informants' understanding of environmental issues. They appreciate informative sessions on sustainability and environmental challenges, which enhance their knowledge and inspire action. |
| Social Media and Campaigns | The impact of social media and environmental campaigns is substantial. Informants find inspiration and practical ideas for sustainable practices through online platforms and awareness campaigns, which keep them informed about global environmental issues. |
| Personal Motivation and Health Awareness | A strong personal motivation to maintain a clean environment and the desire for a healthy lifestyle drive informants to adopt eco-friendly behaviors. They recognize the link between a clean environment and personal health, which reinforces their commitment to sustainable practices. |
| Availability of Resources and Facilities | The presence of adequate recycling bins and eco-friendly facilities on campus influences their ability to engage in sustainable practices. Access to necessary resources facilitates their eco-friendly behaviors, while a lack of such infrastructure can hinder their efforts. |
| Cultural and Societal Norms | Cultural attitudes towards environmental responsibility and societal expectations also play a role in shaping the informants' behaviors. When eco-friendly practices are widely accepted and encouraged within their society, individuals are more likely to adopt similar habits. |

DISCUSSION

Green behavior awareness emerges as the primary factor influencing pro-environmental behavior. Students demonstrate a clear understanding of the importance of preserving the environment and mitigating the negative effects of human activities. High levels of awareness drive the adoption of eco-friendly practices, as supported by research indicating that students with heightened environmental awareness are more likely to engage in sustainable actions (Syamsiati, Rahmawati, and Yuliani 2022).

(Syamsiati, Rahmawati, and Yuliani 2022). Personal motivation is also crucial for promoting pro-environmental behavior. Intrinsic motivations, such as the personal satisfaction derived from actions that benefit the environment, encourage students to consistently practice eco-friendly behaviors. Research indicates that students motivated by self-satisfaction and a moral responsibility toward the environment are more likely to participate in pro-environmental actions (Syamsiati et al. 2022)

Support from family and friends significantly influences students' pro-environmental behavior. Values instilled by family and encouragement from peers create a supportive environment for developing eco-friendly practices. Evidence suggests that students surrounded by environmentally conscious family and friends are more likely to engage in similar behaviors (Rani et al. 2023). The role of social media is another important factor, serving as an effective tool for raising awareness and generating new ideas for sustainable practices. Research highlights that students who actively use social media to obtain environmental information feel more motivated to engage in eco-friendly actions. Social media not only disseminates information but also fosters supportive communities (Setyawan et al. 2022).

Overall, the interviews reveal a spectrum of eco-friendly behaviors among informants, emphasizing the multifaceted nature of individual engagement in sustainability. Each informant exhibited varying degrees of commitment to environmental stewardship, demonstrating that personal choices, shaped by diverse factors, are critical in promoting sustainable behaviors. Actions such as using reusable bottles, minimizing plastic use, and engaging in energy-saving practices illustrate the importance of individual agency in addressing environmental challenges.

The informants highlighted the significant impact of family background and peer support on their environmental behaviors. Growing up in environmentally conscious households instilled values that shape their current practices. The campus community's role in fostering a culture of sustainability is also noteworthy, suggesting that supportive networks and community engagement can be pivotal in encouraging eco-friendly habits. Educational institutions should enhance their efforts by promoting collaborative initiatives that unite students around common environmental goals.

Interviews reveal that educational programs play a vital role in enhancing environmental awareness. While many participants appreciate the information provided by their institutions, there remains room for improvement in the delivery and scope of environmental education. Engaging and interactive strategies could better equip students with the knowledge necessary to implement sustainable practices effectively. Institutions should explore innovative methods to raise awareness, potentially incorporating experiential learning opportunities that resonate deeply with students.

The role of social media as a catalyst for eco-friendly behavior is another critical point. Informants found inspiration and practical ideas through online platforms, illustrating how digital media can effectively disseminate information and encourage sustainable practices. This suggests a strategic avenue for organizations and environmental advocates to leverage social media campaigns to reach broader audiences, especially among younger demographics, promoting collective action toward sustainability.

Despite the positive behaviors reported, the interviews also identified barriers to consistently adopting eco-friendly practices, such as limited access to recycling facilities and a lack of participation in campus initiatives. Recognizing these barriers is essential for developing effective strategies to support sustainable behaviors. Addressing infrastructure challenges, enhancing the visibility of environmental initiatives, and fostering community participation can help mitigate these obstacles, encouraging consistent engagement in eco-friendly practices.

Interestingly, the informants drew strong connections between environmental health and personal well-being, highlighting the potential for public health campaigns to incorporate environmental messaging. Framing eco-friendly behaviors as beneficial not only for the planet but also for individual health can enhance the appeal of sustainable practices. This intersectionality could lead to more integrated approaches in promoting public health and environmental sustainability, ultimately fostering a healthier society.

Moreover, cultural norms significantly shape the informants' environmental behaviors, indicating that societal values around sustainability must evolve to encourage widespread adoption of eco-friendly practices. Engaging in discussions about successful cultural shifts and identifying strategies to promote sustainability as a societal norm can be instrumental in fostering collective action.

Finally, the methods employed by the informants to measure the impact of their eco-friendly actions emphasize the importance of tracking and assessing sustainability efforts. Understanding how individuals quantify their contributions to environmental sustainability can provide valuable insights for broader initiatives. Developing clear metrics for evaluating the effectiveness of eco-friendly behaviors can empower individuals and communities to recognize their role in addressing environmental challenges.

In conclusion, these findings highlight the complexity of eco-friendly behaviors and the multitude of factors influencing individual actions. By addressing these factors holistically, stakeholders can develop more effective strategies to promote sustainable behaviors, ultimately contributing to a healthier planet and society.

Based on this discussion, we can summarize what universities can do to foster green behavior among their students. Educational institutions have a vital role in equipping students for future workforce demands by utilizing insights into green behavior. Here are several strategies they can adopt:

1. Curriculum Development

- **Integrate Sustainability into Core Subjects:** Incorporate sustainability concepts into various disciplines such as business, engineering, environmental science, and social studies. This approach ensures that all students, regardless of their major, understand the importance of sustainability in their future careers.
- **Project-Based Learning:** Encourage hands-on projects that focus on real-world sustainability challenges. Students can work on initiatives that reduce waste, conserve energy, or promote renewable resources, providing them with practical experience and problem-solving skills.

2. Collaboration with Industry

- **Partnerships with Eco-Conscious Companies:** Collaborate with businesses that prioritize sustainability to provide students with internship and job placement opportunities. This exposure helps students understand the practical applications of green behavior in the workplace.
- **Guest Lectures and Workshops:** Invite industry leaders and sustainability experts to speak on the importance of eco-friendly practices in various fields. These interactions can inspire students and provide insights into future workforce needs.

3. Experiential Learning Opportunities

- **Field Trips and Site Visits:** Organize visits to sustainable businesses, recycling facilities, or renewable energy sites. Such experiences allow students to see green practices in action and understand their relevance to future employment.
- **Service Learning Projects:** Encourage students to participate in community service projects focused on environmental sustainability. This engagement fosters a sense of social responsibility and reinforces the importance of green behavior.

4. Fostering a Sustainable Campus Culture.

- **Implementing Eco-Friendly Practices on Campus:** Educational institutions should model green behavior by implementing sustainable practices such as recycling programs, energy-efficient buildings, and sustainable food options in cafeterias. This creates an environment where students can actively participate in sustainability efforts.
- **Student Organizations and Initiatives:** Support student-led environmental organizations that focus on promoting sustainability on campus. These groups can organize campaigns, workshops, and events that raise awareness and encourage eco-friendly practices.

5. Skill Development

- **Critical Thinking and Problem-Solving:** Encourage students to develop critical thinking skills related to sustainability challenges. Courses that promote analytical skills can prepare students to address complex environmental issues in the workforce.
- **Leadership and Teamwork:** Foster leadership skills through group projects focused on sustainability initiatives. Teamwork in these contexts prepares students for collaborative work environments in their future careers.

6. Career Services and Guidance

- **Sustainability-Focused Career Counseling:** Offer career services that emphasize the growing demand for sustainability-related jobs. Guidance on potential career paths in green industries can help students align their studies with future job market needs.

- **Job Fairs and Networking Events:** Organize events where students can connect with employers who prioritize sustainability. These platforms can facilitate internships and job placements that align with students' values and career goals.

Educational institutions play a pivotal role in preparing future workforce by embedding sustainability into their curricula, fostering a culture of green behavior, and collaborating with industry partners. By integrating sustainability concepts across disciplines, institutions not only enhance students' understanding of environmental issues but also equip them with essential skills needed in an increasingly eco-conscious job market. This proactive approach encourages critical thinking and problem-solving, which are vital for addressing complex sustainability challenges. From a human resource perspective, the implications are significant; organizations will benefit from a workforce that is not only knowledgeable about sustainable practices but also possesses a strong commitment to environmental responsibility. Moreover, as businesses increasingly prioritize sustainability, graduates who are trained in eco-friendly practices will be more attractive to employers, leading to improved hiring outcomes and a more engaged, motivated workforce. Ultimately, the collaboration between educational institutions and businesses in promoting green behavior fosters a generation of professionals who are not only ready to contribute to their organizations but also dedicated to driving positive change in society.

CONCLUSION, LIMITATION, SUGGESTION

Conclusion

This study highlights the multifaceted nature of green behavior among informants, revealing several key factors that influence their eco-friendly actions. Central to these behaviors is Environmental Awareness, which acts as a primary motivator for adopting sustainable practices. Informants demonstrate a clear understanding of the importance of minimizing their ecological footprint and protecting the environment, a sentiment echoed in research indicating that higher environmental awareness correlates with more consistent pro-environmental behaviors.

Personal Motivation also significantly drives the informants' commitment to green practices. Their intrinsic desire for a clean environment and healthy lifestyle fosters consistent engagement in eco-friendly actions. Furthermore, the support from family and peers plays a crucial role in shaping these behaviors. Growing up in environmentally conscious households and being surrounded by a community that promotes sustainability instills values that enhance their commitment to green practices.

Moreover, the influence of social media and environmental campaigns cannot be overstated. Informants leverage digital platforms for information and inspiration, demonstrating how online resources can effectively promote awareness and motivate eco-friendly behaviors. The presence of adequate resources and facilities, such as recycling bins on campus, further supports their efforts to engage in sustainable practices.

Educational institutions hold a pivotal role in harnessing these insights to foster green behavior among students. By integrating sustainability into curricula, providing experiential learning opportunities, and collaborating with industry partners, universities can equip students with the knowledge and skills necessary to address environmental challenges. Such initiatives not only enhance students' understanding of sustainability but also prepare them for the evolving job market that increasingly values eco-conscious practices.

From a human resource perspective, the implications of these findings are profound. Organizations stand to benefit from a workforce well-versed in sustainable practices, leading to enhanced hiring outcomes and a more engaged workforce. By promoting green behavior in educational settings, institutions are not only preparing students for future employment but also cultivating a generation of professionals dedicated to fostering positive environmental change in society.

Limitation

This study has several limitations. Firstly, the sample size is relatively small, which may not fully represent the diverse experiences and behaviors of all students across different educational institutions. Additionally, the reliance on self-reported data can introduce bias, as participants may overestimate their green behavior due to social desirability. Lastly, the study primarily focuses on students' perspectives

and does not consider the institutional policies or broader societal factors that may also impact green behavior.

Suggestion

To enhance green behavior among students, educational institutions should implement comprehensive and engaging environmental education programs that go beyond traditional curricula. Collaborating with student organizations to create a culture of sustainability on campus can help build peer support networks. Furthermore, universities should invest in infrastructure that facilitates recycling and sustainable practices while also leveraging social media to raise awareness and encourage participation in environmental initiatives. Finally, incorporating practical experiences, such as community service projects focused on environmental conservation, can empower students to take meaningful action in their daily lives.

Moreover, Future research should aim to expand the sample size to include a more diverse range of students from various educational institutions to better understand the nuances of green behavior. Additionally, longitudinal studies could provide insights into how students' attitudes and behaviors towards sustainability evolve over time. Investigating the effectiveness of specific educational interventions and programs on fostering green behavior can offer valuable information for designing impactful initiatives. Finally, exploring the role of institutional policies and community engagement in shaping students' green behavior would contribute to a more holistic understanding of the factors influencing sustainable practices.

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