

Determination green human resource management: Analysis green training, green behavior, green leadership, and green organizational culture (study literature review)

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Abstract

Purpose: The purpose of this study is to develop hypotheses related to factors that influence green human resource management, especially in the campus environment/world of education.

Methodology: The approach used in this literature review is descriptive qualitative. The data collection technique is to use literature studies or review previous relevant articles. The data used in this descriptive qualitative approach are derived from previous studies relevant to this research and sourced from academic online media such as Thomson Reuters Journals, Springer, Taylor & Francis, Scopus Emerald, Elsevier, Sage Q2-Q4, Web of Science, Sinta Journals, DOAJ, EBSCO, Google Scholar, and digital reference books.

Results: The results of this literature review are as follows: 1) Green training influences green human resource management; 2) Green behavior influences green human resource management; 3) Green leadership influences green human resource management; and 4) Green organizational culture influences green human resource management.

Conclusions: This study concludes that green training, green behavior, green leadership, and green organizational culture significantly influence Green Human Resource Management in higher education, fostering sustainable practices, enhancing HR quality, and strengthening universities' commitment to green campus initiatives.

Limitations: This study is limited to green HRM in the campus/educational setting.

Contribution: This study contributes to the understanding of factors influencing green HRM, focusing on factors such as green training, green behavior, green leadership, and green organizational culture.

Keywords: *Green Behavior, Green Human Resource Management, Green Leadership, Green Organizational Culture, Green Training*

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1. Introduction

In this era of disruption, major changes are occurring in various aspects of life, including the higher education sector (Mubarok, 2021). The development of information technology, globalization, and economic and social pressures have driven the transformation of education systems worldwide, including in Indonesia (Kurnia & Edwar, 2021). As institutions that produce high-quality human resources, universities face the challenge of adapting to rapid and complex changes in learning systems, institutional management, and human resource management (Riska Aprilliah, 2022). Higher education

institutions in Indonesia face serious structural and quality challenges (Sari & Ali, 2019). According to Khairunnisah and Wahid (2022), one of the keys to successful higher education management is the availability of competent, professional, and proportional human resources. Lecturers, educational staff, and administrative staff play strategic roles in ensuring the quality of academic and operational processes on campus. Therefore, the ratio between the number of educators and students must be seriously considered to ensure that the educational process runs effectively and efficiently (Rony, 2015).

However, the reality on the ground reveals a disparity between the two. According to data from the Higher Education Data Center (2025), there are 5,480 higher education institutions in Indonesia, comprising State Universities (PTN), Private Universities (PTS), Religious Universities (PTK), and Government Institutions (PTA) with a total of 310,074 lecturers and 9,964,060 students from diploma 1 to doctoral levels. This means that, on average, each lecturer teaches approximately 32 to 33 students (Pangkalan Data Perguruan Tinggi, 2025). This figure shows an imbalance between the number of lecturers and the number of students. However, according to Law Number 12 of 2012 on Higher Education and Government Regulation Number 4 of 2014 on the Implementation of Higher Education Institutions and the Management of Higher Education Institutions, the ideal ratio between lecturers and students is 1:20 for science programs and 1:30 for social sciences programs. This imbalance in the ratio certainly has an impact on the quality of higher education, in terms of the effectiveness of learning, the intensity of academic guidance, and the development of students' character and soft skills (Anintya, Rantika, Fitriyani, Arismunandar, & Zakiyah, 2021; Marfuah et al., 2021; Mona & Yunita, 2021; Tasyah, Septiya, Putri, Fernanda, & Azani, 2021).

When the ratio of lecturers to students is not ideal, the workload of lecturers becomes heavier, the time for research and community service is reduced, and the quality of academic interactions declines. Students also tend not to have an optimal learning experience because lecturers have to divide their attention among too many students at one time. This has the potential to reduce the quality of graduates and the competitiveness of higher-education institutions as a whole, especially amid global competition (Andriani & Ardiyansyah, 2021; Halim & Adianto, 2021; Wurlina et al., 2022). Therefore, the issue of human resource imbalance in higher education must be a serious concern for policymakers. Strategic steps are needed, such as recruiting new faculty members, enhancing the capacity of existing faculty, and implementing digital learning technologies that can help alleviate the teaching burden. Additionally, reforms to the human resource management system within higher-education institutions are necessary to address the challenges of education in the era of disruption in a sustainable and high-quality manner. Furthermore, higher education institutions must prioritize and implement green campus initiatives.

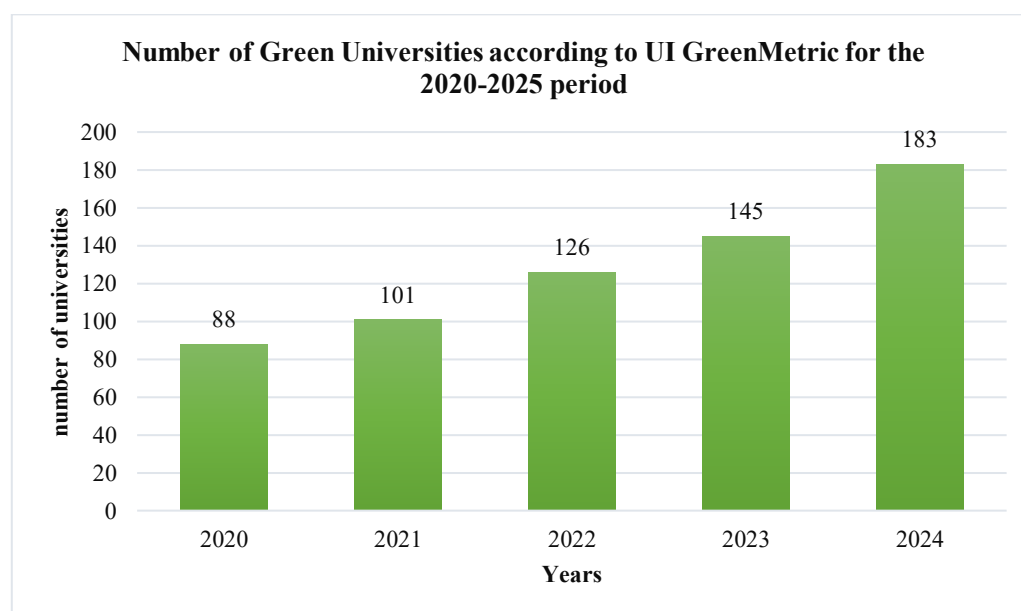


Figure 1. Number of Green Universities according to UI GreenMetric for the 2020-2025 period

Figure 1 illustrates the upward trend in the number of green universities, as evidenced by the UI GreenMetric data from 2020 to 2024. The bar chart clearly illustrates the significant year-to-year growth in the number of universities committed to sustainability and environmentally friendly principles in higher education. In 2020, 88 universities were registered in the UI GreenMetric system as green universities. This number reflects the initial awareness among higher education institutions of the importance of implementing sustainable policies and practices in terms of infrastructure, waste management, transportation, energy, environmental education, and research. This year can be considered the beginning of a phase in which universities have paid increased attention to environmental sustainability. Furthermore, the number of green universities increased to 101 in 2021. This growth reflects greater awareness and commitment among institutions to integrate environmental principles into their campus management systems. Additionally, policy support from the government and social pressure regarding climate change and environmental degradation have encouraged universities to initiate systematic reform.

Positive developments continued in 2022, with the number of green universities increasing to 126. This increase indicates an acceleration in the adoption of green campus standards, including the implementation of environmentally friendly technologies and campaigns to reduce plastic use, as well as more sustainable tree-planting and campus land management practices. Many universities have also started using digital platforms to reduce paper usage, expand renewable energy research, and develop curricula that address environmental concerns. In 2023, significant growth was observed, with 145 universities classified as green campuses. This trend shows that sustainability awareness has become an integral part of the global strategy for developing higher education institutions, not just a symbolic movement. Participation in the UI GreenMetric demonstrates universities' commitment to meeting academic accreditation standards and fulfilling their social and ecological responsibilities amid an increasingly urgent climate crisis.

The most significant increase occurred in 2024, when the number of green universities increased to 183 universities. This growth shows that an increasing number of universities worldwide are realizing the importance of sustainability. This increase can be attributed to the growing reach of the UI GreenMetric, mounting international pressure to commit to the Sustainable Development Goals (SDGs), and positive competition among universities to demonstrate environmental concern. Overall, this graph illustrates a paradigm shift in higher education, where universities are shifting their focus from academic achievements to sustainability as part of their identity and social responsibility. The shift toward green universities indicates that today's education must produce graduates who are intellectually intelligent and aware of the sustainability of their planet. The data in Figure 1 illustrate the positive direction in which higher education institutions are moving by increasingly incorporating environmental principles into their governance. This trend is expected to continue in the coming years, including the 2025 target, which is not yet included in the graph but could show even greater improvement.

1.1. Formulation of the Problem

Based on the background of the problem above, the research questions in this literature review are as follows: 1) Does green training influence green human resource management?; 2) Does green behavior influence green human resource management?; 3) Does green leadership influence green human resource management?; and 4) Does a green organizational culture influence green human resource management?.

2. Literature review and hypothesis/es development

Based on the background and problem statement above, the literature review and hypotheses in this study are as follows:

2.1. Green Human Resource Management

Green Human Resource Management (GHRM) integrates human resource management practices with environmental sustainability goals. The goal of GHRM is to create recruitment, training, performance appraisal, and reward systems that encourage environmentally friendly behavior in the workplace (Imron & Taswiyah, 2022). The indicators or dimensions of Green HRM include: 1) Green

Recruitment: The recruitment process considers the environmental values and behavior of prospective employees; 2) Green Training and Development: Training programs focus on knowledge and skills that support environmental sustainability; 3) Green Performance Evaluation: The performance appraisal system includes environmental indicators, such as resource efficiency; 4) Green Compensation and Rewards: Employees who demonstrate contributions to environmentally friendly practices are rewarded; and 5) Employee Involvement in Green Programs: Employees actively participate in company environmental activities, such as recycling or energy conservation (Harahap & Hapzi, 2020). Green human resource management variables have been studied and are relevant to the research conducted by (Ababneh, 2021; Hutomo, Marditama, Limakrisna, Sentosa, & Yew, 2020; Malarvizhi & Raji, 2024).

2.2. Green Training

Green training involves developing employees' knowledge, skills, and attitudes related to environmentally friendly work practices. Through green training, organizations provide employees with an understanding of environmental responsibilities, energy-efficient work techniques, clean technology, and waste management. The main objective is to build employee awareness and competence so they can contribute to achieving the company's sustainability goals (Ardansyah, Nilwan, & Aras, 2023). The indicators or dimensions included in green training are as follows: 1) Environment-Based Training Content: Training materials cover environmental issues, energy efficiency, waste management, and sustainability; 2) Environmentally Friendly Training Methods: Training is delivered using digital media, e-learning, and paperless techniques; 3) Frequency and Consistency of Training: Environmental training is regularly scheduled for all levels of employees; 4) Environmental Expert Instructors: Training is provided by instructors with specific environmental expertise; and 5) Training Effectiveness Evaluation: The impact of training on changes in employee knowledge and behavior is measured (Pham, Vo-Thanh, Shahbaz, Huynh, & Usman, 2020). Green training variables have been studied and are relevant to the research conducted by (P. C. Susanto, Sawitri, Suroso, & Rony, 2023).

2.3. Green Behavior

Green behavior consists of individual actions aimed at reducing negative environmental impacts in the workplace and daily life. This behavior usually arises from personal awareness, organizational culture, or encouragement from an environmentally supportive management system (Zacher, Rudolph, & Katz, 2022). Indicators or dimensions of green behavior include: 1) Efficient Use of Resources: Employees conserve energy, water, and paper in their work activities; 2) Participation in Environmental Programs: Employees actively participate in organizational activities related to the environment; 3) Individual Green Initiatives: Employees provide suggestions, ideas, or voluntary actions that reduce environmental impact; 4) compliance with green policies: employees follow and support company regulations that promote environmental preservation; and 5) Positive Influence on Colleagues: Employees inspire or motivate their colleagues to behave in an environmentally friendly manner (Ababneh, 2021). Green behavior variables have been studied and are relevant to the research conducted by (Amrutha & Geetha, 2021; Darvishmotevali & Altinay, 2022; Hendarjanti, Heri, & Nawangsari, 2023).

2.4. Green Leadership

Green leadership emphasizes sustainability values and environmental ethics to positively influence employees' ecological behavior. Green leaders promote environmentally friendly practices by serving as role models, encouraging the use of renewable energy, developing sustainable business strategies, and fostering ecological awareness among their teams. Green leadership plays a crucial role in fostering an organization's overall environmental commitment (Kardoyo, Feriady, Farliana, & Nurkhin, 2020). Indicators or dimensions found in green leadership include: 1) Exemplary Environmental Actions: Leaders demonstrate pro-environmental attitudes and behaviors in their work activities; 2) environmentally based decision making: every business decision considers environmental impact as a key factor; 3) Support for Employee Environmental Initiatives: Leaders encourage and facilitate green ideas from their subordinates; 4) Communication of Environmental Values: Leaders actively communicate the sustainability vision and environmental values to the team; and 5) Motivation and Positive Influence: Leaders build employee environmental commitment through consistent inspiration and guidance (Tosun, Parvez, Bilim, & Yu, 2022). Green leadership variables have been studied and

are relevant to the research conducted by (Begum, Xia, Ali, Awan, & Ashfaq, 2022; Cahyadi, Natalisa, Poór, Perizade, & Szabó, 2022; Faraz, Ahmed, Ying, & Mehmood, 2021).

2.5. Green Organizational Culture

Green organizational culture is a system of values, norms, and beliefs that an organization embraces to encourage environmentally conscious and sustainable work behaviors. Organizations with a green culture instill environmental awareness in every aspect of their operations, including their missions, visions, and daily practices. This culture is reflected in activities such as internal campaigns, Earth Day celebrations, the use of efficient technology, and strategic decisions that consider ecological impact (A. Susanto, 2023). Indicators or dimensions found in green organizational culture include: 1) pro-environmental values and norms: the organization has core values that promote environmental preservation; 2) Green Habits and Routines: Daily activities reflect practices that support efficiency and environmental friendliness; 3) External Symbols and Commitments: The organization has slogans, posters, certifications, and public commitments to sustainability; 4) Collective Ownership of Environmental Goals: All members of the organization feel responsible for the company's environmental goals; and 5) Recognition of Green Innovation: The organizational culture encourages and rewards innovation among employees in environmental management (Al-Swidi, Gelaidan, & Saleh, 2021). Green organizational culture variables have been studied and are relevant to the research conducted by (Ababneh, 2021; Baz & Iddik, 2022; Hastuti & Muafi, 2022).

2.6. Previous Research

Based on the above findings and previous studies, the research discussion is formulated as follows.

Table 1. Results of Previous Relevant Research

No	Author (Year)	Research Results	Similarities With This Article	Differences With This Article
1	(Saputra, Apriyan, & Subarjo, 2025)	<p>-Green Ability Variables Influence Green HRD at DPUPR Ngawi</p> <p>-Green Training Variables Influence Green HRD at DPUPR Ngawi</p> <p>-Green Motivation Variables Influence Green HRD at DPUPR Ngawi</p>	<p>In this article, there are similarities in examining the Green Training variable as the independent variable, and examining the Green HR variable as the dependent variable.</p>	<p>-Another difference is in the research object conducted at DPUPR Ngawi</p> <p>-Another difference is in the other independent variables studied, including the Green Ability and Green Motivation variables</p>
2	(Febrian, Vitriani, & Perkasa, 2023)	<p>-Green Employee Behavior Variables Influence Green HRD in the Seribu Islands Regency Tourism Office</p> <p>-Environmentally Friendly Intellectual Variables Influence Green HRD in the Seribu Islands Regency Tourism Office</p> <p>-Green Competitive Advantage Variables Influence Green HRD in the Seribu Islands Regency Tourism Office</p>	<p>In this article, there are similarities in examining the Green Employee Behavior variable as the independent variable, and examining the Green HR variable as the dependent variable.</p>	<p>Another difference is in the independent variables, where previous research examined the variables of Environmentally Friendly Intellectual and Green Competitive Advantage.</p>

3	(Supardi, Perwitasari, Primadi, Liana, & Syahridhan, 2025)	<ul style="list-style-type: none"> -Green Recruitment Variables have an effect on Green HR -Green Performance Management Variables have an effect on Green HR -Green Compensation Variables have an effect on Green HR -Green Leadership Variables have an effect on Green HR 	In this article, there is a similarity in examining the Green Leadership variable as an independent variable, and examining the Green HR variable as a dependent variable.	Another difference is in the independent variables, where previous research examined the variables Green Recruitment, Green Performance Management and Green Compensation.
4	(Khadafi, 2024)	<ul style="list-style-type: none"> -Green Recruitment Variables Influence Green HR -Green Training Variables Influence Green HR -Green Reward Variables Influence Green HR -Green Organizational Culture Variables Influence Green HR 	In this article, there are similarities in examining the variables of Green Organizational Culture and Green Training as independent variables, and examining the Green HR variable as dependent variables.	Another difference is in the independent variables, where previous research examined the variables Green Recruitment and Green Awards.

3. Methodology

This study employed a descriptive qualitative approach. This method was chosen because it allows researchers to investigate and understand the characteristics related to factors that influence green HRM in a campus or educational setting. Descriptive qualitative data collection and analysis allow researchers to tailor their approach to the needs of the study and the characteristics of the participants. The data used in this study were obtained from previous studies related to green training, work behavior, leadership, organizational culture, and human resource management. Data were obtained from electronic sources published within the last eight years. The technique used in this literature review is SALSA (Search, Appraisal, Synthesis, and Analysis). By utilizing previous research, the researcher can develop stronger, evidence-based arguments and contribute to a broader understanding of the factors influencing green human resource management (P. C. Susanto, Arini, Yuntina, Soehaditama, & Nuraeni, 2024).

This study used data from various leading academic journals, including Thomson Reuters Journal, Springer, Taylor & Francis, Scopus, Emerald, Sage, WoS, Sinta Journal, DOAJ, and EBSCO, as well as platforms such as Publish or Perish and Google Scholar. Using these sources, researchers can ensure that the data they collect are valid and accountable. The use of multiple sources also enables researchers to gain a more comprehensive understanding of green human resource management from various perspectives.

4. Results and discussion

Based on the problem statement, previous research, and literature review above, the discussion in this literature review focusing on the world of education or universities is as follows.

4.1. The Effect of Green Training on Green Human Resource Management

Based on a literature review and relevant previous studies, it can be stated that green training impacts green human resource management. To influence green human resource management through green training, colleges/universities must do the following: 1) Environment-based training content: Training materials should address environmental issues, such as waste management, energy efficiency, water

conservation, campus sustainability, and green innovation; 2) Environmentally friendly training methods: Training should use a paperless (e-learning) approach and include hands-on practice with green technology and real-life environmental case studies. This approach conserves resources and instills the value of sustainability; 3) Frequency and consistency of training: Training is conducted regularly, for example, every semester or as part of the compulsory curriculum, so green messages and competencies can be consistently instilled; 4) Environmental expert instructor: Training is provided by lecturers or practitioners with experience and expertise in environmental studies who can deliver material in an applicable and inspiring manner; and 5) Environmental expert instructor: Evaluation is carried out through quizzes, environmental projects, and observation of participants' behavior after training. The aim was to ensure that the material was applied.

If universities/colleges can provide environment-based training content, environmentally friendly training methods, training frequency and consistency, expert environmental instructors, and training effectiveness evaluation, this will have an impact on green human resource management, which includes: 1) Green recruitment: Individuals who have received green training become potential candidates in environmentally based job selection processes because they have pro-environmental awareness and knowledge from their time in higher education; 2) Green development: Green training in higher education shapes learning and development habits regarding sustainability issues. As a result, employees can more easily become involved in their companies' sustainable development programs; 3) Green performance evaluation: Graduates accustomed to efficiency, waste reduction, and environmental initiatives will exhibit green behavior indicators that can be included in an environmental performance appraisal system; 4) Green compensation and incentives: Employees with green training backgrounds tend to participate more actively in environmental programs, making them more likely to receive compensation based on their contributions to their organization's sustainability efforts; and 5) Employee participation in green programs: College training fosters an active engagement in environmental programs, so when these employees join an organization, they voluntarily participate in programs such as Green Office, energy conservation, and environmental CSR. The results of this study are in line with previous research conducted by Saputra et al. (2025), which states that there is an influence between green training and green human resource management.

4.2. The Influence of Green Behavior on Green Human Resource Management

Based on a literature review and relevant previous research, it can be concluded that green behavior influences green human resource management. To influence green human resource management through green behavior, universities must do the following: 1) Efficient use of resources: Students and staff are encouraged to conserve energy, water, and paper; 2) Participation in environmental programs: Involving the academic community in programs such as waste banks, tree planting movements, or campus waste management; 3) Individual green initiatives: Encouraging students to propose environmental project ideas such as green technology, waste utilization innovations, or climate awareness campaigns; 4) Compliance with green policies: Instilling discipline in following campus rules that support environmental conservation, such as bans on single-use plastics or green office regulations; and 5) Positive influence on colleagues: Encouraging the formation of green communities that spread ecological values and influence peers to care about the environment.

If universities can provide efficient use of resources, participate in environmental programs, implement individual green initiatives, comply with green policies, and have a positive influence on colleagues, this will have an impact on green human resource management, which includes: 1) Green recruitment: Graduates who demonstrate green behavior become an added value in the selection process, as organizations seek employees who are aligned with the company's sustainability vision; 2) Green development: Individuals who have been familiar with green initiatives since college are more likely to participate in environmental training at work and engage in development programs that support sustainability; 3) Green performance evaluation: Daily behaviors that demonstrate efficiency, initiative, and compliance with environmental policies are important indicators in an environment-based performance appraisal system; 4) Green compensation and incentives: Companies tend to reward employees who make tangible contributions to the organization's environmental programs; and 5) Employee participation in green programs: Employees who have been shaped by green behavior on

campus are more enthusiastic about actively participating in green company activities, such as environmental CSR, clean-up days, or green technology innovations. The results of this study are in line with those of Febrian et al. (2023), who stated that there is an influence between green behavior and green human resource management.

4.3. The Influence of Green Leadership on Green Human Resource Management

Based on a literature review and relevant previous research, it can be concluded that green leadership influences green human resource management. To influence green human resource management through green leadership, universities must do the following: 1) Exemplary environmental actions: University leaders (rectors, deans, senior lecturers) must demonstrate practical actions such as using environmentally friendly transportation, conserving energy, and actively participating in environmental conservation activities. This exemplary behavior will be emulated by staff and students; 2) Environmentally based decision-making: Campus policies (procurement, building construction, academic information systems) must consider sustainability principles and ecological impacts; 3) Support for employee environmental initiatives: Campus leaders encourage and facilitate faculty and staff in proposing and implementing environmental activities such as renewable energy research, environmental training, or green community service; 4) Communication of environmental values: Leaders convey the importance of ecological values through speeches, public lectures, and formal policies that build collective awareness; and 5) Motivation and positive influence: Through an inspirational and supportive approach, leaders motivate the academic community to actively participate in realizing a sustainable campus.

If universities can provide exemplary environmental actions, environmental-based decision-making, support for employee environmental initiatives, communication of environmental values, and positive motivation and influence, this will have an impact on green human resource management, which includes: 1) Green recruitment: Universities with green leadership will attract and select lecturers or staff who are concerned about the environment and aligned with the institution's green culture; 2) Green development: Green leadership will direct training and human resource development programs (lecturers and staff) to focus on strengthening environmental competencies, such as eco-innovation and sustainability; 3) Green performance evaluation: Green leaders can establish an evaluation system that incorporates green indicators, such as contributions to green campus programs, energy efficiency, or participation in green research; 4) Green compensation and incentives: Faculty members or staff who are active in environmental programs or generate green innovations will be rewarded and incentivized, driven by leadership policies that support the environment; and 5) Employee participation in green programs: Visionary and inspiring leaders will create a work environment that supports active employee involvement in green activities, such as environmental campaigns, energy audits, and sustainable CSR activities. The results of this study are in line with those of Supardi et al. (2025), who stated that there is an influence between green leadership and green human resource management.

4.4. The Influence of Green Organizational Culture on Green Human Resource Management

Based on a literature review and relevant previous research, it can be concluded that green organizational culture influences green human resource management. To influence green human resource management through a green organizational culture, colleges/universities must do the following: 1) Pro-environmental values and norms: Universities must instill values such as ecological responsibility, energy efficiency, and sustainability into their vision, mission, and curriculum. Campus norms should also reflect concern for environmental sustainability; 2) Environmentally friendly habits and routines: Establishing habits such as waste segregation, automatic power shut-off, restrictions on motor vehicle use, and a paperless policy in all campus activities; 3) External symbols and commitments: The presence of logos, slogans, murals, or green campus certificates as well as the publication of green commitments in annual reports, social media, or collaborations with external parties; 4) Shared ownership of environmental goals: Involving all members of the academic community, including students, lecturers, and educational staff, in formulating and implementing environmental policies, thereby fostering a sense of ownership and shared responsibility; and 5) Recognition of green innovation: The university awards prizes to members of the academic community

who create environmentally friendly solutions or innovations, such as clean technology, zero waste programs, or renewable energy research.

If a university can instill pro-environmental values and norms, environmentally friendly habits and routines, external symbols and commitments, shared ownership of environmental goals, and recognition of green innovation, it will have an impact on green human resource management, which includes: 1) Green recruitment: A green culture embedded in the campus will produce alumni with an environmental orientation, making them attractive in the employee selection process at companies prioritizing sustainability; 2) Green development: An organizational culture supporting green innovation will drive sustainable employee competency development programs in environmental fields, such as energy efficiency training and green technology; 3) Green performance evaluation: A pro-environmental work culture forms the basis for performance evaluations that assess employees' ecological contributions, such as resource conservation and leadership in environmental projects; 4) Green compensation and incentives: Organizations that value innovation and environmental contributions will provide compensation and rewards for employees who successfully drive significant green changes; and 5) Employee participation in green programs: A strong organizational culture will create a work environment that encourages active involvement of all employees in green programs, not just as a formality, but as part of a shared identity. The results of this study are in line with those of Khadafi (2024), who stated that there is an influence between green organizational culture and green human resource management.

4.5. Conceptual Framework

The conceptual framework is determined based on the problem formulation, research objectives, and previous studies relevant to the discussion in this literature review.

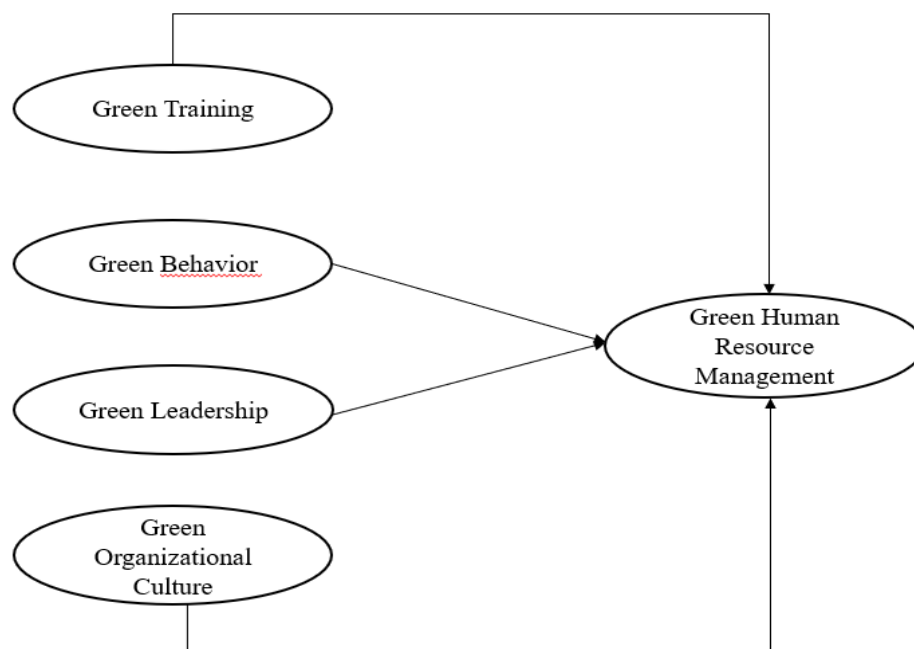


Figure 2. Conceptual Framework

Based on Figure 2, green training, green behavior, green leadership, and green organizational culture influence green human resource management. However, in addition to the variables of green training, green behavior, green leadership, and green organizational culture that influence green human resource management, there are other variables that influence it, including:

- 1) Green Work Environment: (Ahmed, Zehou, Raza, Qureshi, & Yousufi, 2020; Onubi, Carpio, & Hassan, 2024; Paillé, Valéau, & Renwick, 2020; Tian, Zhang, & Li, 2020).
- 2) Green Recruitment: (Ardansyah et al., 2023; Candra & Amanda, 2023; Das & Dash, 2023; P. C. Susanto et al., 2023; P. C. Susanto, Sugiyanto, Rachman, Saepudin, & Ismail, 2024).

- 3) Green Compensation: (Ardansyah et al., 2023; Ardiza, Nawangsari, & Sutawidjaya, 2021; Djalil, 2022; Kamilia & Nawangsari, 2023).

5. Conclusion

5.1. Conclusion

Based on the problem formulation, results, and discussion above, the conclusions of this literature review focused on the scope of higher education/universities are as follows: 1) Green training influences green human resource management; 2) Green behavior influences green human resource management; 3) Green leadership influences green human resource management; and 4) Green organizational culture influences green human resource management. These findings highlight the central role of higher education institutions in shaping sustainable human resource management practices by integrating environmental awareness into their academic and organizational systems. Green training ensures that students, lecturers, and administrative staff gain the necessary competencies and awareness to engage in environmentally friendly practices, which later extend to the professional workplace. Green behavior reflects the internalization of pro-environmental values by individuals on campus, fostering habits such as resource efficiency, participation in ecological programs, and compliance with sustainability policies. In addition, the presence of green leadership provides strategic direction and inspiration by embedding sustainability into decision-making processes, motivating the academic community, and supporting innovative initiatives. Similarly, a green organizational culture institutionalizes sustainability values through shared norms, routines, and collective commitments that encourage active participation from all stakeholders.

Taken together, these four factors create a synergistic effect that not only improves the quality of human resource management within universities but also positions higher-education institutions as role models in advancing the global sustainability agenda. By adopting and strengthening green HRM practices, universities contribute to producing graduates who are both intellectually competent and environmentally conscious and are ready to support sustainable development goals in various sectors. Therefore, continuous commitment from academic leaders, policymakers, and all members of the university community is essential to ensure that green HRM is implemented and evolves in response to the growing challenges of environmental sustainability.

5.2. Suggestion

Based on the results of this study, it is recommended that university leaders, especially structural leaders, pay attention to factors that can influence green human resource management, such as green training, green behavior, green leadership, and green organizational culture.

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