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Student Perceptions of the Implementation of Green Human Resource Management in Higher Education: Analysis of Determining Factors

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ABSTRACT

This study aims to explore students' perceptions of the implementation of Green Human Resource Management (GHRM) in higher education. With increasing awareness of environmental issues, GHRM has become important in the context of higher education. This study used a quantitative approach by distributing questionnaires to students at several universities in Indonesia. The results showed a positive relationship between students' understanding of GHRM and their attitudes toward sustainability. This study also identified determinants that influence students' perceptions, including education, experience, and involvement in environmental activities. This study recommends that universities pay attention to improving education, providing support for students, and creating a supportive organizational environment for students to be more involved in GHRM. These findings are expected to provide insights for universities in developing more effective GHRM policies.
Keywords : Green Human Resource Management, perceptions, university students, environmental issues

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Introduction

Green Human Resource Management (GHRM) is an approach that integrates sustainability principles into human resource management (HRM) practices. This concept is increasingly relevant in the modern era, where environmental issues are a major concern in various sectors, including higher education. According to the Ministry of Education and Culture (2021), universities in Indonesia are beginning to adopt sustainability policies, but GHRM implementation remains limited. This study aims to understand how students perceive GHRM implementation in higher education and the factors that influence student perceptions.

Students' perceptions of GHRM are crucial because they are the generation that will become future leaders. By understanding their perspectives, universities can formulate policies that are more responsive to student needs and expectations. A study by Zameer et al. (2021) showed that students with a good understanding of GHRM tend to be more involved in activities that support sustainability. Therefore, this study will examine the factors influencing students' perceptions of GHRM.

GHRM focuses not only on recruitment and training practices but also encompasses the development of an organizational culture that supports sustainability. This aligns with the findings of Renwick et al. (2016) who stated that GHRM can improve employee engagement and organizational performance. Therefore, this study seeks to identify how students perceive the role of GHRM in creating a sustainable academic environment.

This study analyzes various factors that may influence student perceptions, such as education, experience, and involvement in environmental activities. Therefore, it is hoped that this research will make a significant contribution to the development of GHRM policies in higher education.

The novelty of this research lies in its focus on student perceptions as key stakeholders in the implementation of GHRM in higher education. While many previous studies have addressed GHRM from

an organizational perspective, this study seeks to fill this gap by exploring how students perceive and respond to implemented GHRM policies. According to Ali and Patnaik (2020), a deeper understanding of student perceptions can help educational institutions formulate more effective strategies to enhance sustainability.

Furthermore, this study also highlights the importance of determinants influencing student perceptions. By considering aspects of education, experience, and involvement in environmental activities, this study seeks to provide a more comprehensive picture of how students interact with the concept of GHRM. This aligns with the findings of Farooq et al. (2017) who showed that employee engagement in sustainability practices can increase their commitment to the organization.

Another novelty is the use of a quantitative approach to collect data from students at various universities in Indonesia. Using a specially designed questionnaire, this study aims to obtain representative data on students' perceptions of GHRM. This data will be analyzed to identify patterns and relationships between various factors influencing student perceptions.

This research also contributes to the GHRM literature by providing new insights into the context of higher education in Indonesia. With increasing attention to sustainability globally, this research is expected to make a significant contribution to the development of GHRM policies in higher education and encourage educational institutions to be more proactive in implementing sustainability practices.

Methodology

This study employed a quantitative approach with a cross-sectional survey design. The study population consisted of students from several study programs at Universitas Ibn Khaldun Bogor. Samples were randomly drawn from various departments to ensure data representativeness. The questionnaire used in this study consisted of several sections, including questions about students' knowledge of GHRM, attitudes toward sustainability, and involvement in environmental activities.

Data were collected through an online survey distributed to students. A total of 50 questionnaires were collected and analyzed using statistical software. Data analysis was conducted using descriptive and inferential statistical techniques to identify relationships between the variables studied. Furthermore, regression analysis was conducted to examine the influence of determinants on students' perceptions of GHRM.

To ensure the validity and reliability of the research instrument, the questionnaire was piloted on a group of students before being widely distributed. The pilot test results showed a good level of reliability, with a Cronbach's Alpha value above 0.7. The data obtained was then systematically analyzed to draw relevant conclusions.

Indicators for measuring educational factors in the context of GHRM: Number of Environmentally Related Courses: The number of courses taken by students related to sustainability or green human resource management. Understanding of GHRM Concepts: The level of students' understanding of GHRM policies and practices. This can be measured through a questionnaire asking students to explain the concept of GHRM. Participation in Workshops/Seminars: The frequency of students' attendance at workshops or seminars focused on sustainability. Academic Grades in Environmentally Related Courses: The average grade obtained in courses related to environmental issues. Formal Education on Environmental Issues: Previous educational experience (elementary, middle, high school) focused on environmental education.

Indicators to measure student involvement in environmental organizations: Membership in Environmental Organizations: Student membership status in environmental organizations on campus. Frequency of Activity Participation: Number of activities attended by students organized by environmental organizations (e.g., cleanups, seminars). Responsibilities in Organizations: Level of student involvement in roles or responsibilities within the organization (e.g., chairperson, member). Volunteer Work Experience: Hours of volunteer work done by students in environmental activities.

Personal Initiatives: Number of initiatives or projects proposed by students related to sustainability in the organization.

Indicators for measuring the organizational environment in the context of GHRM implementation: Facilities Provided: Availability of sustainable facilities on campus, such as separate trash bins to support recycling, water refilling facilities, etc. Management Support: The level of management support for sustainability activities on campus, measured through questionnaires or surveys. Sustainability Policy: The existence of a written policy related to sustainability implemented by the university. Sustainability Education Program: The number of educational programs organized by the university to increase student awareness of environmental issues. Social Interaction: The level of collaboration between students and staff in environmental and sustainability activities.

Using this approach, this study hopes to provide a clear picture of how students view GHRM and the factors that influence their perceptions. This study also aims to provide recommendations for universities in developing more effective GHRM policies that are responsive to student needs.

Research Results and Discussion

In an era of increasing environmental awareness, Green Human Resource Management (GHRM) has become a topic of increasing interest, particularly in higher education. Research shows that most students have a good understanding of the concept of GHRM. Approximately 70% of respondents stated that they were aware of the sustainability policies implemented at their university. However, only 50% of them felt involved in activities that support sustainability. This finding aligns with research by Kumar and Singh (2020) which showed that although students understand the importance of GHRM, their engagement in its practice remains low. This indicates a gap between knowledge and concrete actions in supporting sustainability.

1. Descriptive Analysis

Descriptive analysis aims to provide a general overview of the data obtained from 50 respondents in a study regarding students' perceptions of Green Human Resource Management (GHRM).

Table 1: Description of Respondents' Demographic Data

Demographics	Number of Respondents	Percentage (%)
Man	25	50%
Woman	25	50%
Academic Year		
Year 1	10	20%
Year 2	12	24%
Year 3	15	30%
Year 4	13	26%

Source: Processed Primary Data (2025)

Demographic data shows that the study involved a balanced number of male and female respondents (50% each). Most respondents were in their third year, which may indicate that students with more experience tend to be more aware of sustainability issues.

Table 2: Student Perceptions of GHRM Policy

Perception Index	Number of Respondents	Percentage (%)
Getting to Know GHRM	35	70%
Engage in activities	25	50%

Source: Processed Primary Data (2025)

While 70% of respondents indicated an understanding of GHRM, only 50% engaged in sustainability-related activities. This indicates a gap between knowledge and action that requires further investigation to identify barriers to engagement.

2. Inferential Analysis

Inferential analysis was conducted using multiple regression to explore the relationship between three independent variables (X1: educational factors, X2: involvement in the organization, X3: organizational environment) and the dependent variable (Y: involvement in GHRM practices).

Regression Model:

$$Y = 0.25 + 1.5\ X1 + 1.3\ X2 + 0.8\ X3 + e$$

The results of the regression analysis show significant coefficient values:

$R^2 = 0.60$, meaning that 60% of the variation in student engagement can be explained by three factors: education, involvement in organizations, and organizational environment.

Coefficient $\beta1 = 1.5 (p < 0.01)$, $\beta2 = 1.3$ $(p < 0.05)$, and $\beta3 = 0.8$ $(p < 0.05)$ indicate a positive and significant relationship for all variables.

The analysis results show that all three independent variables have a significant positive influence on student engagement. The education variable (X1) has the greatest influence, where each one-unit increase in education can increase student engagement by 1.5 units. Involvement in the organization (X2) and the organizational environment (X3) also show a positive influence, increasing engagement by 1.3 units and 0.8 units, respectively.

3. Hypothesis Testing

The t-test results show that there is a significant difference in student engagement between those who are active in environmental organizations and those who are not. With a t-value of 5.12, we reject H0, which means that involvement in environmental organizations contributes positively to the level of engagement in GHRM.

It appears that a good understanding of GHRM does not always translate directly to active student engagement in sustainability practices. For example, students may be aware of existing recycling programs on campus but not actively participate for various reasons, such as lack of time or motivation. This suggests that despite the availability of information, other factors such as intrinsic motivation and external support also play a significant role in fostering engagement.

Regression analysis shows that educational factors significantly influence students' perceptions of GHRM. Students who take courses on sustainability tend to have more positive attitudes toward GHRM compared to those who do not. Formal education on environmental issues can equip students with deeper knowledge and understanding, enabling them to better connect taught concepts to real-world practices on campus. Furthermore, personal experience in environmental activities also contributes to students' increased understanding of GHRM. For example, students who have been involved in reforestation projects or plastic reduction campaigns tend to have a higher awareness of the importance of sustainability. This suggests that education and practical experience can increase students' awareness of the importance of sustainability in academic settings.

Furthermore, this study found that student involvement in environmental organizations on campus was positively related to their attitudes toward GHRM. Students who were active in these organizations demonstrated a higher commitment to sustainability practices. For example, those in environmental study groups often engaged in activities such as seminars, workshops, and social actions aimed at raising environmental awareness among fellow students. This finding supports the view that participation in environmental activities can enhance individuals' understanding and engagement in GHRM practices. By interacting directly and collaborating on environmental projects, students not only learn theory but also gain hands-on experience that can motivate them to contribute further to sustainability efforts.

This study also noted challenges in implementing GHRM in higher education. Several students expressed that the lack of facilities and support from management were obstacles to implementing sustainability practices. For example, students may have brilliant ideas for reducing plastic waste on

campus, but without management support to provide separate trash bins or recycling facilities, these ideas are difficult to realize. Therefore, recommendations to improve management support and provide adequate facilities need to be considered to encourage students to be more involved in GHRM. Support from management should not only include the provision of physical facilities but also include a commitment to integrating sustainability principles into everyday policies and practices on campus.

Students understanding of GHRM shows significant potential for supporting sustainability in higher education. However, to translate this understanding into concrete action, greater efforts are needed to increase student engagement through better education, practical experience, and support from management. By addressing existing challenges and creating a supportive environment, universities can become key drivers in promoting sustainability practices among students, which in turn will contribute to global efforts to protect the environment. Further research is needed to further explore the factors influencing student engagement in GHRM and to develop more effective strategies for implementing sustainability practices in higher education.

Formal education on environmental issues plays a crucial role in shaping students' awareness of sustainability. This study found that students who took more environmental courses demonstrated an increased understanding of GHRM concepts. This aligns with findings that education plays a key factor in increasing students' interest in sustainable practices. Through the questionnaire, the majority of students reported a good understanding of GHRM. This understanding can be measured by how students define and explain sustainability policies on their campus. Students with a better understanding tend to be more engaged in sustainability practices. Participation in workshops and seminars provides students with opportunities to learn directly from experts in sustainability issues. Research shows that students who actively participate in these activities have a higher level of engagement in GHRM practices. This demonstrates the practical value of learning through direct interaction. Students average academic grades in environmental courses are a strong indicator of their understanding of sustainability. Students with higher grades in these courses demonstrate greater interest and engagement in applying GHRM concepts to campus environments. Previous formal education, such as that received at the elementary or secondary school level, impacts students' attitudes toward sustainability issues. Students who have received formal environmental education are more likely to be actively involved in sustainability initiatives.

It was found that students involved in environmental organizations had higher levels of GHRM engagement than those who were not. Membership provides a sense of responsibility and encourages students to take actions that support sustainability. The frequency of students' attendance at activities organized by environmental organizations significantly contributes to their understanding of GHRM. Students who frequently participate in activities such as recycling programs, greening campaigns, or panel discussions demonstrate more positive attitudes toward sustainability. Students who take an active role in organizations, either as leaders or members, report higher levels of engagement in GHRM practices. This responsibility motivates them to contribute more to activities that support sustainability. Volunteering hours in environmental activities have proven to be a crucial factor in enhancing students' understanding of GHRM practices. Hands-on experience through volunteering equips students with relevant skills and knowledge, and fosters a sense of solidarity with environmental issues. Students' personal initiative to start projects or activities related to sustainability demonstrates their commitment to GHRM. This study found that students who take initiative are more likely to actively contribute to sustainability initiatives on campus.

The presence of sustainability facilities, such as separate recycling bins and water refilling facilities, significantly influences students' level of engagement in GHRM practices. Respondents indicated that the availability of these facilities encouraged them to actively participate in sustainability programs. The level of support from university management significantly influences GHRM practices. Students report that when management supports sustainability initiatives, they feel more motivated to get involved. This demonstrates the importance of synergy between leadership and the student community. The existence of a clear and testable sustainability policy is a crucial incentive for students to engage in GHRM practices.

This policy provides the necessary guidance and structure to support sustainability initiatives on campus. Active educational programs on sustainability issues on campus, such as workshops or guest lectures, help educate students and raise their awareness of the importance of sustainability. Participation in these programs is positively associated with student understanding and engagement. The level of social interaction between students and staff involved in sustainability projects also contributes to their involvement in GHRM. Positive interactions can foster a sense of belonging and awareness of environmental issues on campus, which in turn can lead to concrete action

Conclusion

This study provides valuable insights into students' perceptions of the implementation of Green Human Resource Management (GHRM) in higher education. The findings indicate that although students have a good understanding of GHRM, their engagement in sustainability practices still needs to be improved. Education, experience, and involvement in environmental activities were shown to be important determinants in shaping students' perceptions of GHRM.

With increasing awareness of environmental issues, it is crucial for universities to develop more responsive and inclusive GHRM policies. Support from management and the provision of adequate facilities are also key to increasing student engagement in sustainability practices. This research is expected to serve as a reference for universities in formulating effective and sustainable GHRM strategies.

Suggestion

Based on the research findings, several recommendations can be made to improve the implementation of GHRM in higher education. First, universities need to integrate sustainability-related courses into their curricula. This will help students gain a deeper understanding of the importance of GHRM and sustainability practices. Second, universities should encourage student involvement in environmental organizations and social activities that support sustainability. This can be done by providing adequate financial support and facilities for these activities. Active involvement in environmental organizations can strengthen students' commitment to GHRM practices. Third, it is crucial for universities to improve communication and outreach regarding their GHRM policies. Through awareness campaigns and clear information, students will better understand existing policies and be motivated to participate in sustainable practices. Fourth, further research is needed to explore other factors that may influence student perceptions of GHRM. Longitudinal research could also provide insight into changes in student perceptions as GHRM policies evolve in higher education.

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