Research Paper

The Influence of Green School and Organizational Culture on Job Satisfaction and Environmentally Friendly Behavior

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Abstract

In the field of education, teachers are crucial to raising the standard of instruction. They play a crucial role in ensuring school events run well and serve as role models that pupils adore. The two main challenges educational institutions face are low job satisfaction among teachers and concerns about environmental influence. This study aims to determine the direct and indirect effects of implementing green school programs and organizational culture on job satisfaction and environmentally friendly behavior of Vocational High School (SMK) teachers. This study employs quantitative research techniques. 211 teachers responded to a questionnaire that was used to gather the data. The data obtained were analyzed using the Partial Least Squares (PLS) method. The study found that green school did not affect job satisfaction, while organizational culture influenced job satisfaction. Job satisfaction affects environmentally friendly behavior. The green school does not affect environmentally friendly behavior either directly or through job satisfaction. Environmentally friendly behavior is not directly influenced by organizational culture, but it is indirectly influenced by job satisfaction. According to this study, job satisfaction can mediate the influence of organizational culture on employees' propensity to behave sustainably. However, it cannot, as yet, do the same for the influence of green schools. This finding implies that in increasing the eco-friendly behavior of vocational teachers, school management needs to encourage an increase in teacher job satisfaction by paying attention to the organizational culture adopted by the school.

Keywords: *Green School; Organizational Culture; Job Satisfaction; Environmentally Friendly Behavior*

INTRODUCTION

Every human being must consider the effects of their actions before deciding to perform or refrain from performing certain behaviors, according to the theory of planned behavior, which is based on the premise that humans are rational beings who use the information available to them systematically. The theory of planned behavior is generally correlated with the group view satisfaction theory, which explains that job satisfaction depends not only on job fulfillment but also on the references of various individuals in the group ((Tamba, 2019). One of the Ministry of Environment's programs to preserve the environment in education is to develop the Green School concept. Green School, as the first step in promoting education and awareness of school members to protect the environment, this program aims to provide awareness to all components of the school to protect and preserve the environment. In addition, the concept of a green school must always be sustainable. The concept of green school, in general, makes the learning atmosphere more conducive, comfortable, and enjoyable (Trihantoyo & Rahma, 2018).

All school members can be motivated, committed, and loyal when there is a strong school culture present. It may also provide the essential structure and control without the need for formal bureaucracy (Tompodung et al., 2018). The culture that teachers often teach their students is a culture of clean living in daily activities at school, maintaining the beauty of the school, and protecting the environment at school (Kemendikbud, 2018).

Job satisfaction is something that employees and companies always want. Someone who has high job satisfaction will show a positive attitude toward his job, while someone who has low

job satisfaction will show a negative attitude toward his job (Robbins, Stephen P., 2016). Job satisfaction is important for management because it is related to employees and the organization. Satisfaction shows the results of work experience and the level of expectation that helps indicate organizational problems that need attention. Job satisfaction and dissatisfaction with employees can be caused by many factors, one of which is the environment. Work environment factors consist of physical and non-physical work environments. The physical work environment consists of chairs, tables, etc., while the non-physical work environment is an intermediary or general environment that affects the human condition. This includes factors such as temperature, humidity, air circulation, lighting, noise, mechanical vibration, smell, color, and many other factors (Agustini et al., 2018).

Based on preliminary observations conducted by researchers at several schools in the Bekasi area, it was found that environmentally friendly behavior among vocational school teachers is lacking. The results of the observation found that there were still teachers who littered, even though the school had provided trash bins for plastic, paper, and wet waste. Apart from that, styrofoam and plastic bottles were also found.

The mini-survey was conducted by submitting 3 statements to 15 SMK teachers. As many as 66.67% of respondents agreed with the statement, "Using electronic devices as needed is an environmentally friendly behavior". The statement "Do not throw garbage into sewers/rivers/oceans because it will disrupt waterways and result in flooding " received approval from 60% of respondents; the rest answered neutral and disagreed. The statement " All teachers must be involved in community service and cooperation in cleaning the environment" only received approval from 53.33% of respondents; 33.33% disagreed, and the rest were neutral.

This condition shows a contradictory phenomenon because the teacher is someone who is seen as capable of growing students' environmental awareness. The urgency of this research is that teachers who are role models for their students must be able to provide good examples in terms of knowledge, attitudes, and everyday behavior. This will help ensure that students adopt environmentally friendly values and norms (Prayoga & Yuniati, 2019).

Research on environmentally friendly behavior associated with the green school concept has been carried out by Nurhasan et al., who found that green schools have a relationship with behavior. These findings are supported by Astuti et al. (2021) and (Rakhmawati et al., 2016). Other research on the relationship between green schools and job satisfaction was conducted by Nurit (Meron & Meir, 2017). Mira Skar Arumi et al. (Arumi et al., 2019) conducted a study on the impact of corporate culture on job satisfaction. (Khan et al., 2020), and (Purwanto et al., 2020). Research on the effect of job satisfaction on behavior was also carried out (Ertz & Sarigöllü, 2019). While research that explains the indirect relationship between green school and organizational culture on behavior through satisfaction has not been obtained, this refers to the group view satisfaction theory, which explains that job satisfaction is correlated with the theory of planned behavior.

The Ministry of Environment and Organizational Culture has socialized the green school program, which has become a concept of daily life in the school environment, and it is based on the description above, so the specific goal of this research is to determine the influence of its implementation on job satisfaction and an environmentally friendly teaching environment. This research is necessary and important because research on environmentally friendly behavior that has been done before has emphasized student behavior, and it is still rare to find research conducted on teachers.

This research is different from previous research because it fills the void in the literature left by previous researchers, such as (Susana Adi Astuti and Andreas Lako, 2021), who only examined the relationship between green school variables and behavior (Meron & Meir 2017)who only examined the relationship between green school variables and job satisfaction and (Julia C.

Naranjo-Valencia, Daniel Jimenez-Jimenez, 2017)which only examines the relationship between organizational culture and behavior. Thus, this research has a high level of originality and novelty.

LITERATURE REVIEW
Green School

A green school, according to the 2012 Adiwiyata Concept Module, may maximize the potential of natural resources as a remedy for issues encountered by locals close to the school. The conditions of the educational environment work in conjunction with other elements. Every student at a green school has goals. To increase and investigate students' involvement in environmental management and preservation activities (Tim Adiwiyata Tingkat Nasional, 2011). The indicators proposed by (Fathurahman Bahrudin et al., 2017): (a) Development of environmentally conscious school policies, (b) Implementation of environmentally-based curriculum,(c) Facilitation of participatory-based activities,(d) Development and management of school support facilities are used to assess the implementation of green schools.

Organizational Culture

The values, strategy, leadership style, vision, and mission of an organization are part of its culture, as are the standards of trust and communication that have been established by its members and are subsequently upheld by new members who join the group. It provides guidelines for all aspects of organizational operations, shaping attitudes and behavior. In essence, organizational culture is not an easy road to success, but it can be a powerful tool when used strategically as one of the pillars of organizational competitiveness. Organizational culture is the key to the success of an organization in achieving its goals (Putriana et al., 2015). The organizational culture indicators used refer to opinions (Jusni. Ahmad, 2019)Innovative in considering risks; 2) Paying attention to every problem in detail; 3) based on results; 4) Employee-centered orientation; 5) Aggressiveness at work; 6) Maintain and maintain work stability.

Job Satisfaction

According to (Robbins and Stephen P., 2016), job satisfaction is "employees' emotional response to their work, which is determined by the difference between the number of awards they receive and the amount they believe they should receive." Job satisfaction is not a concept that stands alone since it is an affective or emotional reaction to different components or aspects of one's work. For example, a person is relatively satisfied with his work assignments but is dissatisfied with his work environment (Malayu, 2017). Celluci and De Vries, cited by (Amstrong, 2016), formulated five indicators of job satisfaction, namely salary, promotion, co-workers, superiors, and the job itself.

Environmental Friendly Behavior

Behavior is a series of actions or activities that a person performs in response to something and which can become a habit because of the values one believes in. Human behavior is essentially human actions or activities, both observable and unobservable, which are manifested in the form of knowledge, attitudes, and actions (Robbins, Stephen P., 2016). Behavior can also be interpreted as a response to stimuli from outside the subject. This response can be either passive or active. Passive behavior is an internal response that occurs in humans and cannot be seen directly by other people. Active behavior is behavior that can be observed directly (Triwibowo Cecep, 2015). (Septian et al., 2016)state that there are five indicators of environmentally friendly behavior, namely Facilities, Energy utilization, Water utilization, Waste management, and Environmental maintenance participation.

The Relationship Between Green Schools and Job Satisfaction

The Social Reference Group Theory explains that job satisfaction is influenced by the demands and opinions of reference groups that employees use. Green school, as elucidated by Handoyo (based on (Sumarmi, 2008)), is an educational program that fosters positive attitudes among school members in addressing environmental issues. Job satisfaction is individual and is influenced by the extent to which the job aligns with individual values. Research by Meron & Meir (Meron & Meir, 2017) supports the connection between green school and job satisfaction, as proposed in the hypothesis:

H1: Green School significantly affects Job Satisfaction.

The Relationship Between Green Schools and Environmentally Friendly Behavior

Humans display unique behaviors in their lives. The Theory of Planned Behavior holds an advantage as it identifies individuals' beliefs in controlling the outcomes of their actions. Some factors, including supportive elements like the physical environment, influence behavior. Green Schools promote environmental awareness through policies, programs, and specific activities. Prior research by (Rakhmawati et al., 2016), (Desa, 2020), (Susana Adi Astuti, Andreas Lako, 2021), (Fatmawati, 2012) supports the correlation between Green Schools.

H2: Green School has a significant effect on Environmentally Friendly Behavior.

The Relationship Between Organizational Culture and Job Satisfaction

The Social Reference Group Theory explains that fulfilling demands is just one job satisfaction factor; opinions of reference groups are also important. Factors like family relationships, coworkers' opinions, political freedom, and social-cultural ties influence job satisfaction.

Organizational Culture guides employees in understanding the workplace culture. Moral principles in interactions among colleagues, systems, management, and superiors create happiness and post-work satisfaction. The study (Mangkunegara, 2017) states that "organizational culture is a collection of assumptions or belief systems, values, and norms developed within an organization as a guide for member behavior to navigate external and internal adaptation issues." Job satisfaction is achieved, as (2016) asserts, "Job satisfaction is employees' positive attitude toward their work, arising from job evaluation." Studies supporting the relationship between organizational culture and job satisfaction were conducted by (Rahmati et al., 2012) and (Arumi et al., 2019). Therefore, the second hypothesis is formulated as follows.

H3: Organizational Culture has a significant effect on Job Satisfaction.

The Relationship Between Organizational Culture and Environmentally Friendly Behavior

The theory of Planned Behavior identifies beliefs in control over outcomes, distinguishing desired and undesired behavior. Human behavior is influenced by reference groups and cultural figures. Geert Hofstede defines culture as shared mental programs requiring individual responses to the environment. Teachers instill a cleanliness and environmental care culture in students (Widiyanto, 2018). Research by (Julia C. Naranjo-Valencia, Daniel Jimenez-Jimenez, 2017), (Khan et al., 2020), (Asbari et al., 2019). supports the link between organizational culture and environmentally friendly behavior. Thus, the hypothesis is as follows:

H4: Organizational Culture has a significant effect on Environmentally Friendly Behavior.

The Relationship Between Job Satisfaction and Environmentally Friendly Behavior

The study (Hanafi, 2015) explains that the theory of group view satisfaction (social reference group theory) correlates with the theory of planned behavior. This is because job satisfaction doesn't solely depend on fulfilling job tasks but also relies on individual references within the group. The study (Winawan & Supriyadi, 2018) elucidates that one of the factors influencing employee job satisfaction is the work environment. An ineffective work environment can lead to negative experiences and decreased job satisfaction. Engaging in environmentally friendly behavior can create a cleaner and more comfortable work environment, consequently enhancing teacher job satisfaction. Research on job satisfaction linked to environmentally friendly behavior has been conducted (Ertz & Sarigöllü, 2019). Based on this, the hypothesis is formulated as follows.

H5: Job Satisfaction has a significant effect on Environmentally Friendly Behavior.

The Mediating Role of Job Satisfaction

The Green School concept aims to maintain and build a green environment in schools; this concept can realize the environmentally friendly behavior of school members, especially school members. Job satisfaction is a moderating variable that can strengthen the Green School variable's relationship to environmentally friendly behavior or perhaps weaken the Green School variable's relationship to environmentally friendly behavior. Based on this description, the hypothesis is formulated as follows.

H6: Green School has a significant effect on teachers' Environmentally Friendly Behavior through Job Satisfaction.

One of the environmentally friendly behaviors that has been ingrained in school members since childhood is disposing of trash in its place. In addition to providing the necessary structure and control without the need for formal bureaucracy, a strong school culture may bring all students and staff together behind common goals and foster enthusiasm, commitment, and loyalty. In this instance, job satisfaction serves as a moderating variable that can either improve or lessen the association between organizational culture characteristics and environmentally friendly behavior. Based on this description, the hypothesis is formulated as follows.

H7: Organizational Culture has a significant effect on teachers' Environmentally Friendly Behavior through Job Satisfaction.

RESEARCH METHOD

This study used a quantitative approach with a causality design to test the hypothesis. This study uses the Purposive Sampling method. The sample criteria in this study were permanent teachers at SMKs that organize the Adiwiyata Program (green school). The number of samples is calculated by following the rule of thumb (Hair et al., 2011), which is 5-10 multiplied by the number of indicators. Data collection was carried out using a questionnaire developed based on indicators for each variable. A total of 211 permanent teachers filled out the research questionnaire. Data analysis was carried out using Structural Equation Modeling (SEM) based on variance, which is commonly called PLS-PM (Partial Least Square – Path Model), using SmartPLS 3.2.9 software (Ghozali & Latan, 2020). Partial Least Square (PLS) is used because it can confirm the theory and explain whether there is a relationship between latent variables.

FINDINGS AND DISCUSSION

Based on the results of data processing carried out in the research process, an overview of the respondents' education levels was obtained. This overview can be seen in the following table.

Table 1. Characteristics of Respondents Based on Education

Education	Sum	Percentage
Associate Degree (D3)	27	13%
Bachelor's degree (S1)	154	73%
Master's degree (S2)	27	13%
Doctoral degree (S3)	3	1%
Sum	211	100%

Source: Processed Research Data (2022)

The table above shows the characteristics of the respondents based on their education. The majority of the respondents, 154 individuals (73%), had a bachelor's degree (S1), while 27 individuals (13%) had an associate degree (D3) or a master's degree (S2), and there were 3 individuals (1%) with a doctoral degree (S3). This condition indicates that the average education level of the workers is a bachelor's degree (S1), as this is the minimum educational requirement for becoming a teacher. The results of the data processing carried out in the research process showed an overview of the working period of the respondents, which can be seen in the table below:

Table 2. Characteristics of Respondents Based on Service Period

Service Life	Sum	Percentage
0-5 Years	34	16%
6-10 Years	60	28%
11-15 years	89	42%
>15 years	28	13%
Sum	211	100%

Source: Processed Research Data (2022)

The table above shows the characteristics of the respondents based on their years of work. The majority of the respondents, 89 individuals (42%), have been working as teachers for 11-15 years. There are 60 respondents (28%) with 6-10 years of work experience, 34 respondents (16%) with 0-5 years of work experience, and 28 respondents (13%) with more than 15 years of work experience. This indicates that the average years of work for the teachers are between 11-15 years. This is because many teachers have become civil servants (PNS) or have become permanent and certified teachers.

Measurement Models

The construct validity and instrument reliability are evaluated using the outer model. The ability of research instruments to measure what should be measured, the consistency of measuring instruments in measuring a concept, or the consistency of respondents in responding to questions in questionnaires or research instruments can all be determined using this information. The measurement model was analyzed with convergent validity, discriminant validity, and composite reliability (Cronbach's alpha).

1) Convergent validity

The link between the item/indicator score and the construct score demonstrates the convergent validity of the measuring model with reflexive indicators. An individual reflective measure is considered high if It has a higher than 0.7 correlation with the construct you're trying to test. A loading factor of 0.5 to 0.6 is still appropriate in the research, nevertheless, when it comes to the scale development stage (Ghozali & Latan, 2020). The outer loading results of this study are presented in Table 3 as follows.

Table 3. Outer Loading

Variables	Symbols	Env. Kindly Behavior	Green School	Job Satisfaction	Org. Culture
Green School	X1_1		0.952		
	X1_2		0.972		
	X1_3		0.982		
	X1_4		0.978		
	X1_5		0.949		
	X1_6		0.955		
	X1_7		0.975		
	X1_8		0.967		
Culture Organization	X2_1				0.973
	X2_2				0.990
	X2_3				0.974
	X2_4				0.962
	X2_5				0.942
	X2_6				0.985
	X2_7				0.965
Environmentally Friendly Behavior	Y_10	0.965			
	Y_2	0.986			
	Y_3	0.976			
	Y_4	0.986			
	Y_5	0.979			
	Y_6	0.983			
	Y_7	0.987			
	Y_8	0.969			
	Y_9	0.969			
Job Satisfaction	Z_1			0.986	
	Z_10			0.984	
	Z_2			0.993	
	Z_3			0.983	
	Z_4			0.993	
	Z_5			0.996	
	Z_6			0.999	
	Z_7			0.997	
	Z_8			0.995	
	Z_9			0.990	

Source: smart PLS data processing results (2022)

Table 3 above provides information that all indicators for each variable of this study have a loading factor value greater than 0.5. Thus, it can be said that all the indicators used can measure the construct validly or are said to have convergent validity.

2) Discriminant Validity

Discriminant validity analysis can be seen in the cross-loading between the indicator and the construct. Sekaran and Bougie (2016) state that a construct is declared valid if the cross-loading value of the indicator for each construct is higher than the indicators in the other constructs.

Table 4. Cross Loading

Variables	Symbols	Env. Kindly Behavior	Green School	Job Satisfaction	Org. Culture
Green School	X1_1	0.919	**0.952**	0.919	0.940
	X1_2	0.946	**0.972**	0.946	0.967
	X1_3	0.973	**0.982**	0.972	0.979
	X1_4	0.970	**0.978**	0.966	0.982
	X1_5	0.949	**0.949**	0.951	0.957
	X1_6	0.914	**0.955**	0.898	0.935
	X1_7	0.974	**0.975**	0.966	0.976
	X1_8	0.950	**0.967**	0.931	0.955
Culture Organization	X2_1	0.953	0.970	0.956	**0.973**
	X2_2	0.986	0.980	0.993	**0.990**
	X2_3	0.960	0.964	0.955	**0.974**
	X2_4	0.951	0.953	0.955	**0.962**
	X2_5	0.924	0.951	0.914	**0.942**
	X2_6	0.979	0.975	0.986	**0.985**
	X2_7	0.950	0.966	0.942	**0.965**
Environment Kindly Behavior	Y_10	**0.965**	0.933	0.950	0.940
	Y_2	**0.986**	0.986	0.979	0.986
	Y_3	**0.976**	0.973	0.970	0.979
	Y_4	**0.986**	0.957	0.984	0.964
	Y_5	**0.979**	0.966	0.979	0.976
	Y_6	**0.983**	0.965	0.982	0.969
	Y_7	**0.987**	0.977	0.983	0.977
	Y_8	**0.969**	0.945	0.956	0.943
	Y_9	**0.969**	0.943	0.963	0.953
Job Satisfaction	Z_1	0.976	0.963	**0.986**	0.973
	Z_10	0.981	0.951	**0.984**	0.962
	Z_2	0.989	0.979	**0.993**	0.988
	Z_3	0.978	0.973	**0.983**	0.984
	Z_4	0.987	0.963	**0.993**	0.972
	Z_5	0.989	0.979	**0.996**	0.989
	Z_6	0.993	0.976	**0.999**	0.986
	Z_7	0.990	0.973	**0.997**	0.983
	Z_8	0.989	0.964	**0.995**	0.974
	Z_9	0.984	0.966	**0.990**	0.976

Source: smart PLS data processing results (2022)

In Table 3 above, it can be seen that the cross-loading value of each indicator on the green school variable is greater than the cross-loading value of other variables. Likewise, the values of cross-loading indicators of organizational culture variables, job satisfaction, and environmentally friendly behavior.

When applying the Fornell-Larcker test, discriminant validity is considered to be good if the construct's AVE roots are greater than the correlation of the construct with other latent variables (Sekaran and Bougie, 2016). The root value of AVE from the results of data processing is as follows.

Table 5. Fornell-Larcker Criterion

	Env. Kindly Behavior	Green School	Job Satisfaction	Org. Culture
Env. Kindly Behavior	0.978			
Green School	0.983	0.966		
Job Satisfaction	0.994	0.977	0.992	
org. culture	0.987	0.995	0.987	0.970

Source: smart PLS data processing results (2022)

Table 5 above shows that the AVE root value in each construct is higher than the construct's correlation with other latent variables. Thus, it can be said that all constructs have met the criteria of discriminant validity.

3) Construct Reliability

Model measures are used to examine a construct's dependability in addition to its validity. If Cronbach's alpha or the composite reliability score is higher than 0.70, the construct is regarded as trustworthy. (Ghozali & Latan, 2020) By examining the construct indicator's composite reliability value, the reliability test is conducted. If the Composite Reliability findings are below 0.6, the value will be adequate.

Table 6. Construct Reliability and Validity

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Env. Kindly Behavior	0.994	0.995	0.956
Green School	0.990	0.991	0.934
Job Satisfaction	0.998	0.998	0.983
org. culture	0.990	0.991	0.941

Source: smart PLS data processing results (2022)

Table 6 above shows that construct reliability is assessed from the value of composite reliability, and Cronbach's Alpha has a value of more than 0.6. Thus, all research variables have good reliability.

Inner Model

The inner model is a structural model for predicting the causality relationship between latent variables. Structural model testing includes goodness of fit, coefficient of determination, and effect size, as well as hypothesis testing.

1) Predictive Relevance

Evaluation of goodness of fit using predictive relevance (Q^2) scores are described as follows.

$$Q^2 = 1 - (1 - R^2{}_1)(1 - R^2{}_2) \dots\dots\dots\dots\dots\dots(1)$$
$$Q^2 = 1 - (1 - 0.977)(1 - 0.991) \dots\dots\dots\dots\dots(2)$$
$$Q^2 = 1 - (0.023)(0.009) = 0.9997 \dots\dots\dots\dots(3)$$

The Q^2 value indicates that the model can explain the phenomenon of environmentally friendly behavior in vocational teachers related to organizational culture, green school implementation, and job satisfaction of 99.97%.

2) Coefficient of determination (R-Square)

By examining the percentage of variance explained by R^2 (R-Square), the structural model in PLS is assessed to determine the size of the structural path coefficient. The prediction model of the proposed research model is considered to be better when the R^2 value. Adjusted R^2 analysis, or the coefficient of determination, is used to determine the percentage contribution of the independent variables jointly to the dependent variable (Ghozali & Latan, 2020).

Table 7. Adjusted R-Square Value

	Adjusted R-Square
Job satisfaction	0.977
Environmental Friendly Behavior	0.991

Source: smart PLS data processing results (2022)

Based on Table 7, the coefficient of determination for the endogenous variable of job satisfaction is 0.977. This shows that job satisfaction can be explained by organizational culture and green school implementation of 97.7%, and the rest (2.3%) is explained by other variables not tested in the study. The adjusted R^2 value for environmentally friendly behavior is 0.991, meaning that the ability of the independent variables (organizational culture, green school implementation, and job satisfaction) to explain the environmentally friendly behavior of vocational teachers is 99.1, and the remainder (0.9%) is influenced by other variables that not researched.

3) F-Square analysis

The magnitude of the influence between variables in the study is indicated by the effect size (f^2). The size of f^2 is very useful for knowing the extent to which the explanatory or intermediary variable contributes to the dependent variable R^2. An f^2 value of 0.5 is classified as a large category, while a value of 0.15 is in the medium category, and 0.02 is in the 'small' category (Cheah et al., 2018).

Table 8. F-Square Values

	Job Satisfaction	Environmental Friendly Behavior
Organizational culture	0.979	0.066
Green School	0.13	0.237
Job satisfaction		2,010
Environmental Friendly Behavior		

Source: smart PLS data processing results (2022)

In Table 8, the value of f^2 organizational culture and the implementation of green school to job satisfaction is 0.979 and 0.13. This indicates that factors related to corporate culture have a stronger influence on teacher job satisfaction. 0.066, 0.237, and 2.010, respectively, are the f^2 values for organizational culture, green school implementation, and job satisfaction concerning environmentally friendly conduct. These data demonstrate that, when compared to the other two variables, work satisfaction has the biggest impact on environmentally responsible behavior.

Hypothesis test

The bootstrapping approach is used for hypothesis testing. Comparing previously calculated t-statistics or t-counts is how hypotheses are tested. The bootstrapping test's t-count must be higher than the two-tailed t-table's threshold, which is 1.96 for a standard error of 5% or a p-value

less than 0.05. (Hair et al. 2017). Based on these criteria, three hypotheses are rejected, namely the first, second, and fourth hypotheses, as shown in Table 9.

Table 9. Direct Effect

Connection	Original Sample (O)	T Statistics (|O/STDEV|)	P Values	Decision
Green School -> Job Satisfaction	-0.564	1,861	0.063	No effect
Green School -> Env. Kindly Behavior	0.488	1,924	0.055	No effect
org. Culture -> Job Satisfaction	1,548	5,136	0.000*	influential
org. Culture -> Env. Kindly Behavior	-0.341	1.029	0.304	No effect
Job Satisfaction -> Env. Kindly Behavior	0.853	5,703	0.000*	Influential

Source: Results of data processing using Smart PLS (2022)

The findings of evaluating the hypothesis of a direct effect are shown in Table 9, whereas those of testing the hypothesis of an indirect effect are shown in Table 10.

The Influence of Green School on Job Satisfaction

Table 9 shows a T statistic value of 1.924 for the relationship between green schools and teacher job satisfaction. The value falls short of 1.96 (p-value 0.05), so the first hypothesis is rejected. This condition provides inadequate evidence to support the first hypothesis that Green schools influence teacher job satisfaction. Consequently, Green School does not influence teacher job satisfaction, contrary to the findings of(Meron & Meir, 2017).

Hasibuan (2014) defines job satisfaction as employees' emotional attachment and fondness for their work. This study highlights teacher job satisfaction, particularly in consistent, open, and supportive colleague indicators. Similarly, green schools are outlined by curriculum development, environmental education materials, and infrastructure indicators.

Strengthening the justification, additional variables can be considered in the relationship between green schools and teacher job satisfaction. Introducing the "Participation in Green School Decision Making" variable can assess teacher involvement in policy planning and implementation, offering insights into their influence on job satisfaction.

The "Management Support" variable is relevant for comprehending the impact of green schools on teacher job satisfaction. Measuring management's recognition and support for teachers within the context of green school implementation influences their perception of contribution and, ultimately, job satisfaction.

The Influence of Green Schools on Environmentally Friendly Behavior

The findings in Table 8 show that environmentally friendly schools do not influence behavior. This is due to the statistical T value of 1.861, which is smaller than 1.96 or p-value> 0.05, so the second hypothesis is rejected. This means changes to green schools have no effect on SMK teachers' environmentally friendly behavior. This contradicts prior research showing green schools affect job satisfaction(Rakhmawati et al., 2016), (Desa, 2020), (Susana Adi Astuti, Andreas Lako, 2021), (Fatmawati, 2012).

Strengthening the study's justification involves considering other factors that could influence the relationship between green schools and teachers' environmentally friendly behavior. For instance, "Rewards and Recognition" could be added as a mediating factor between green schooling and environmentally friendly behavior. This variable could assess how much recognition teachers receive for their contributions to green schools and environmentally friendly actions. School or

management recognition could motivate teachers to participate and adopt such behavior.

Additionally, including "Environmental Education" could aid in understanding the effect of green schools on teachers' environmentally friendly behavior. This variable measures the education or training provided to teachers on environmental issues and how to enhance eco-friendly behavior. Teachers well-versed in environmental education might better internalize such values and apply them in daily life.

The Influence of Organizational Cultures on Job Satisfaction

A statistical T value of 5.136 or higher (p-value 0.005); thus, the third hypothesis is accepted. The results of testing the hypothesis prove that organizational culture affects job satisfaction. This means that the hypothesis is accepted or organizational culture has an influence on teacher job satisfaction. This means that any changes to the organizational culture in schools will affect teacher performance. This result is consistent with earlier studies (Rahmati et al., 2012; Arumi et al., 2019) that discovered a favorable and substantial link between corporate culture and job satisfaction.

Based on obtaining answers to the questionnaires that have been given, the factor of doing the work in detail and the salary received is sufficient is one of the emergence of feelings of job satisfaction.

The Influence of Organizational Culture on Environmentally Friendly Behavior

Table 8 indicates a statistical T value of 1.029 for the corporate culture-teachers' environmental consciousness relationship (p-value > 0.05), which is below 1.96. Thus, the fourth hypothesis is rejected, so it can be said that corporate culture doesn't influence teachers' environmental behavior. Changes in SMK's organizational culture didn't affect SMK teachers' eco-friendly actions. This contradicts prior research linking organizational culture to environmentally friendly behavior (Julia C. Naranjo-Valencia, Daniel Jimenez-Jimenez, 2017), (Khan et al., 2020), (Asbari et al., 2019). Data analysis reveals that SMK's organizational culture emphasizes detail, work aggressiveness, and results orientation. Eco-friendly behavior primarily involves energy and water conservation and waste management.

To bolster the study's findings, considering other factors influencing the link between organizational culture and teachers' eco-friendly behavior is advisable. For instance, adding the variable "Leadership and Management Support" could mediate this relationship. This variable would gauge how much school management supports and guides eco-friendly behavior implementation. Strong leadership and evident management backing can significantly motivate teachers' participation in green initiatives.

The Influence of Job Satisfaction on Environmentally Friendly Behavior

The results of the experiment examining the relationship between job satisfaction and environmental friendliness produce a statistical t-value of 6.467, which is higher than 1.96. It means that the fifth hypothesis is accepted, or job satisfaction affects environmentally friendly behavior. Any changes that occur in teacher job satisfaction will have an influence on their behavior towards the environment. This result is in line with previous research conducted (Ertz & Sarigöllü, 2019).

Based on obtaining answers to the questionnaires that have been given, job satisfaction for employees is the work environment; an ineffective work environment can lead to unpleasant experiences, so employee job satisfaction decreases. Environmentally friendly behavior will make the work environment cleaner and more comfortable, thus causing job satisfaction for the teachers. Tests on the indirect or mediating effect of job satisfaction are as follows.

Table 10. Indirect Effect

Connection	Original Sample (O)	T Statistics (|O/STDEV|)	P Values	Decision
Green School -> Job Satisfaction -> Env. Kindly Behavior	-0.481	1,686	0.092	No effect
org. Culture -> Job Satisfaction -> Env. Kindly Behavior	1,321	3,573	0.000	Influential

Source: Results of data processing using Smart PLS (2022)

The Influence of Green Schools Through Job Satisfaction on Environmentally Friendly Behavior

According to Table 10's conclusions from the hypothesis test, the statistical T value is 1.930, which is less than 1.96 (p-value > 0.05). This means that the sixth hypothesis is accepted. This indicates that either the theory is disproved or that green schools have no impact on environmentally conscious behavior as mediated by job satisfaction. This condition illustrates that teacher job satisfaction cannot be a mediator in shaping the environmentally friendly behavior of vocational school teachers. The results of the study show that green school in SMK is demonstrated through the development of curriculum and environmental education materials based on environmental issues, as well as the provision of infrastructure that supports environmental learning.

The justification of the results of this study can be considered by taking into account several factors that might influence the results obtained. One of the factors that can be considered is the use of relevant additional variables to identify the relationship between green schools and environmentally friendly behavior, as well as job satisfaction as a moderating variable.

For example, the addition of the variable "Teacher Participation in the Green School Program" can strengthen the analysis of the relationship between green schools and environmentally friendly behavior. This variable can measure the extent to which teachers actively participate in green school programs and whether this active participation affects their environmentally friendly behavior.

The Influence of Organizational Culture Through Job Satisfaction on Environmentally Friendly Behavior

According to Table 9's results of the hypothesis test, the statistical T value of 4.063 is higher than the t table value of 1.96 and the p-value of 0.05. Thus, this means that the seventh hypothesis is accepted. This indicates that the theory is correct or that work satisfaction acts as a mediator between organizational culture and environmentally friendly behavior. This condition means that to change teacher behavior to care about the environment (environmentally friendly behavior), teachers must have job satisfaction. The organizational culture adopted or believed by school members needs to be designed in such a way as to encourage the creation of teacher job satisfaction. Because only if the teacher is satisfied with his work the organizational culture developed by the school will be effective in changing his behavior towards the environment.

Based on obtaining answers to the questionnaires that have been given, the teachers provide an illustration that job satisfaction created by organizational culture increases and the emergence of environmentally friendly behavior of teachers.

CONCLUSIONS

According to the outcomes of the data processing and analysis that was done, this study has produced several significant conclusions. First, the implementation of green schools cannot directly

increase job satisfaction and environmentally friendly behavior. Second, organizational culture can directly increase job satisfaction but cannot increase environmentally friendly behavior. Third, job satisfaction increases environmentally friendly behavior. Fourth, No amount of employment satisfaction can mitigate the influence of green schools on environmentally conscious behavior. Fifth, It has been demonstrated that job satisfaction can moderate the impact of organizational culture on environmentally friendly behavior or, to put it another way, that organizational culture can enhance environmental friendliness through job happiness.

This research provides input to SMK management that in increasing awareness of the environment, The management of SMK must pay close attention to employee happiness, particularly in the areas of peers and superiors. A consistent and open attitude, mutual support for one another, and continuous motivation given by superiors or school principals will increase job satisfaction, which in turn can increase environmentally friendly behavior.

LIMITATION & FURTHER RESEARCH
This study has limitations, namely, not conducting in-depth interviews to corroborate the results of survey data processing and not differentiating public or private schools. For future research, it is recommended to use mixed research methods and involve more relevant independent variables.

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