The influence of green shared vision, education and training, and green recruitment, on organizational citizenship behavior for environment in elementary schools in Indonesia.

La influencia de la visión verde compartida, la educación y la capacitación y la contratación verde en el comportamiento de la ciudadanía organizativa para el medio ambiente en las escuelas primarias de indonesia.

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ABSTRACT

Managing human resources in schools as a basis for instilling knowledge becomes a strategic phenomenon. The importance of these human resources needs to start with a sustainable development plan, with green regulations and a green environment. Analysis of the influence of Green Shared Vision, Education and Training and Green Recruitment on Organizational Citizenship Behavior for the Environment is the main objective of this research. To achieve the research objectives, the object of this study were all elementary school employees, Yogyakarta Province - Indonesia, with a sample calculation using the slovin method of 163 workers in the

school. Retrieval of data using purposive random sampling method and cluster sampling technique. With 23 indicators of 4 variables measured by simantec scale. The analysis tools used are validity and reliability, using Variance Based Structural Equation Modeling (SEM) analysis, with the SmartPLS version 4 software tool. The research results show that Green Shared Vision has no effect on Organizational Citizenship Behavior for Environment, Education and Training, Green Recruitment has a positive and significant effect on Organizational Citizenship Behavior for Environment.

Keywords. Education, Training, Green Recruitment, Green Shared Vision, Organizational Citizenship Behavior, Environment

RESUMEN

La gestión de los recursos humanos en las escuelas como base para inculcar conocimientos se convierte en un fenómeno estratégico. La importancia de estos recursos humanos debe comenzar con un plan de desarrollo sostenible, con regulaciones verdes y un medio ambiente verde. El objetivo principal de esta investigación es el análisis de la influencia de Green Shared Vision, Education and Training y Green Recruitment en el comportamiento de ciudadanía organizacional para el medio ambiente. Para lograr los objetivos de la investigación, el objeto de este estudio fueron todos los empleados de la escuela primaria, provincia de Yogyakarta - Indonesia, con un cálculo de muestra utilizando el método slovin de 163 trabajadores de la escuela. Recuperación de datos utilizando el método de muestreo aleatorio intencional y la técnica de muestreo por conglomerados. Con 23 indicadores de 4 variables medidos por escala simantec. Las herramientas de análisis utilizadas son la validez y la confiabilidad, utilizando el análisis Modelado de Ecuaciones Estructurales (SEM) Basado en la Varianza, con la herramienta de software SmartPLS versión 4. Los resultados de la investigación muestran que Green Shared Vision no tiene efecto en el comportamiento de ciudadanía organizacional para el medio ambiente, la educación y la capacitación, el reclutamiento verde tiene un efecto positivo y significativo en el comportamiento de ciudadanía organizacional para el medio ambiente.

Palabras clave. Educación, Capacitación, Reclutamiento Verde, Visión Verde Compartida, Comportamiento de Ciudadanía, Medio Ambiente

INTRODUCTION

The development of society and humankind is highly dependent on educational opportunities. A person's ability to cope with life's uncertainties is supported by their investment in their own education, which is seen as an investment in human resource development and an investment in the advancement of skills and competencies. Consequently, given Indonesia's vast territory, education is seen as critical to the country's long-term success. One of the elementary schools in Cangkringan Sleman District, Yogyakarta Province, Indonesia (Satu Data Pendidikan Kabupaten Sleman, 2023) is an example of how education can inspire people to work for a better life and participate in development efforts.

The Indonesian government is currently experiencing the greatest difficulty in catching up with the educational standards of other countries. It is time for Indonesian educators to find innovative ways to raise the bar for their systems. Teacher quality here refers to academic abilities, international and national language skills, interpersonal skills, and the ability to access information and technology (Sulisworo & Maryani, 2017).

From the results of the pre-survey through interviews with several elementary school leaders in Cangkringan District, Sleman, it is known that human resources, in this case teachers, have a considerable influence on the sustainability of children's education in the future. This requires behavior from each teacher that leads to environmental improvement. Of course this is not easy, because there are factors that support the behavior of every teacher, one of which is based on the idea of environmentally friendly and sustainable development or what is known as a green shared vision. As for other factors, it is also explained that education and training to participate in environmental practices directly, with this will be beneficial for every teacher to realize the importance of green behavior in the workplace. In addition, from the survey through interviews it was said that green recruitment, this is an important supporting factor in selecting candidates who are committed to environmental issues in the current era which has the benefit of increasing teachers' environmental knowledge.

With the development of the world of education, it requires human resources who understand dynamic conceptualized behavior. With this in mind, the role of Organizational Citizenship Behavior for Environment (OCBE) has a very important role to improve the effectiveness of organizational environmental management (Gurmani et al., 2021). OCBE is spontaneous social behavior that is not required by formal compensation systems and regulations, but helps improve the effectiveness of organizational environmental management (Liu & Zhao, 2019).

There are several factors that support OCBE, namely the Green Shared Vision (GSV), which is based on the idea of being environmentally friendly and sustainable development. When developing the organization's future policy, management should establish a common platform to achieve environmental protection strategic goals, the strategic direction of corporate goals to protect targets. A shared vision provides a collective strategic direction, which can guide members' actions using a particular approach (Chang et al., 2019). Giordan (1995) demonstrated that shared visions can convey common insights, visions, knowledge, and blueprints for members' future aspirations, and shared visions can offer shared strategic directions to facilitate and express convergent goals. In addition, shared vision can be the basis for gaining competitive advantage (Larwood et al., 1995). Likewise, a shared vision as a potential for the success of the company as the basis for a visionary strategy (Rice et al., 1998). The current study is drawn on a new concept proposed by Chen et al. (2014) of the GSV, which is based on the idea of environmental friendliness and sustainable development while developing the organization's future policy, management should establish a common platform to achieve the strategic goal of environmental protection strategic direction of the company's goal to protect the target.

Education and training are also one of the supporting factors for OCBE. In terms of education and training, the organization provides employees with environmental knowledge, course resources, and opportunities to participate in environmental practices directly, promotes employees to be clearer about the significance and importance of green behavior in the workplace, and then chooses to carry out green behavior (Zhang et al., 2019). To explain the effect of green training, namely by applying social exchange theory, it emphasizes the need for mutual benefit in maintaining productive relationships between business constituents (Emerson, 1976). It occurs when workers appreciate the help they get from their employer and feel compelled to give back (Jiang et al., 2012). When businesses invest in their employees by offering green training and career prospects, those workers will show appreciation by being loyal to the business (Mandip, 2012). Green training is one of the most promising features for businesses to ensure enhancing the skills and competence of employees to a level where they can facilitate the achievement of organizational goals. (Paillé et al., 2014).

To achieve even better education, the way to do this is to apply and pay attention to green recruitment. Organizations can attract and select candidates who will be committed to environmental issues. Green recruitment is one of the most important elements for businesses to display a green focus and emphasis on recruiting and an eco-friendly approach when attracting

employees and selecting candidates who are passionate about green practices (Walker et al., 2011). Companies with such mindset prefer to hire employees who have an eco-friendly approach to doing things at work and appreciate the efforts of the organization in utilizing green elements in business. (Urbancová et al., 2015). Typically, such companies also prefer to hire employees who exhibit a green mindset and an eco-friendly approach to jobs and other job prospects (Guerci et al., 2016). With companies implementing green recruitment, it will produce performance in improving the environment (Mishra, 2017).

Thus the aim of this research is to explain and analyze the impact of GSV, Education and Training, and Green Recruitment on OCBE in elementary schools in Indonesia.

THEORY AND HYPOTHESIS DEVELOPMENT

Several approaches have been proposed by experts to understand OCBE, for example Malik et al., (2021) OCBE is the employee's free action to improve the environment in the organization. Therefore, OCBE is concerned with the sustainable practices of employees in organizations. To be able to achieve this, it is necessary to apply the GSV (Chang et al (2019) explained that GSV provides proper guidelines and ideal goals for members of the organization, and by doing so, they are successful in overcoming current challenges and performing work-related tasks. Shared vision uses the company's potential for success as the basis for a visionary strategy. By building a shared vision can be the basis for gaining competitive advantage. A shared vision can help staff members to see their work through a big and thoughtful context. Moreover, it can be used to motivate organizational members to intensify their desires beyond expectations.

Meanwhile, according to Khan et al., (2021) education and training can build and shape sustainability competencies in human resources or organizations. Education and training are a necessity for advancing environmental management systems. Organizations must educate and train their employees through environmental training to achieve sustainable performance. In a broader context, organizations must support employees in developing creative ideas for environmental sustainability.

Malik et al (2021) emphasized that the importance of implementing green recruitment is now being considered by companies to achieve OCBE. HRM professionals are passionate about attracting and retaining talented employees, particularly those with an environmental conscience. Talent recruiters are advised to adopt a systematic, multidisciplinary approach to assessing talent. Discretionary actions that are not directly recognized by a structured reward system are called organizational citizenship behaviors.

The effect of GSV on OCBE

The GSV adopted in the research model by Chang et al. (2019) when environmental management is appointed by the company's internal organization, organizational members are encouraged to increase their commitment to environmental activities. Bass (1990) observes that green shared vision provides proper guidelines and ideal goals for members of the organization, and thus, they successfully overcome current challenges and perform work-related tasks. Giordan (1995) shows that shared visions can convey common insights, visions, knowledge, and blueprints for future aspirations of members, and shared visions can offer shared strategic directions to facilitate and express convergent goals. In addition, shared vision can be the basis for gaining competitive advantage (Larwood et al., 1995). Likewise, shared vision as a potential success of the company as the basis for visionary strategy (Rice et al., 1998). The current study draws on a new concept proposed by Chen et al. (2014) of the green shared vision, which is based on the idea of environmental friendliness and sustainable development when developing an organization's future policy, management should build a common platform to achieve the strategic goals of environmental protection towards the strategic goals of the company to protect targets. In this

study, the main significance of OCBE is the same as green organizational behavior. A shared vision provides a collective strategic direction, which can guide members' actions using a particular approach (Chang, 2020). This study proposes GSV as an antecedent of a shared vision of green management is critical to enhancing OCBE. Based on this statement, the hypothesis formulation is determined, namely:

H1: "GSV has a significant positive effect on OCBE".

The effect of education and training on OCBE

Education and training can organizations provide employees with environmental knowledge, course resources, and opportunities to participate in environmental practices directly, promote employees to be clearer about the significance and importance of green behavior in the workplace, and then choose to implement green behavior (Zhang et al., 2019). Employee education and training is one of the most promising features for businesses to ensure they upgrade their employees' skills and competencies to a level where they can facilitate the achievement of organizational goals (Mozammel, 2019). Here, the green HR policy will consider creating a training program that follows green prospects and advocates for green practices among employees. HR departments with a green focus have been concerned with developing green training programs to improve the skills of their employees in dealing with problems and challenges arising from green prospects (Pinzone et al., 2019). Green training activities encourage individuals to learn to do things the green way. This on the important side also shows a good image of the organization in society so as to describe it as a socially responsible entity (Pham et al., 2018). Scholars have also highlighted that green training enhances pro-environmental behavior throughout the organization and portrays a better image of social responsibility in the operating environment.

H2: "Education and Training has a positive and significant effect on OCBE".

The Effect of Green Recruitment on OCBE

Green recruitment in organizations can attract candidates who will be committed to environmental issues (Tang et al., 2018). Green recruitment is one of the most important elements for businesses to display a green focus and emphasis on recruiting with an eco-friendly approach when attracting employees and selecting candidates who are passionate about green practices (Walker et al., 2011). Companies with such a mindset prefer to hire employees who have an environmentally friendly approach to doing things at work and appreciate the organization's efforts in utilizing green elements in business (Urbancová et al., 2015). Typically, such companies also prefer to hire employees who exhibit a green mindset and an eco-friendly approach to work and other job prospects (Guerci et al., 2016). With companies implementing green recruitment, it will produce performance in improving the environment (Mishra, 2017). When a company implements a green recruitment policy correctly, it will increase OCBE, which means that there is employee involvement in the behavior of environmental prospects (Ahmed et al., 2019).

H3: "Green Recruitment has a positive and significant effect on OCBE".

Figure 1. Research framework
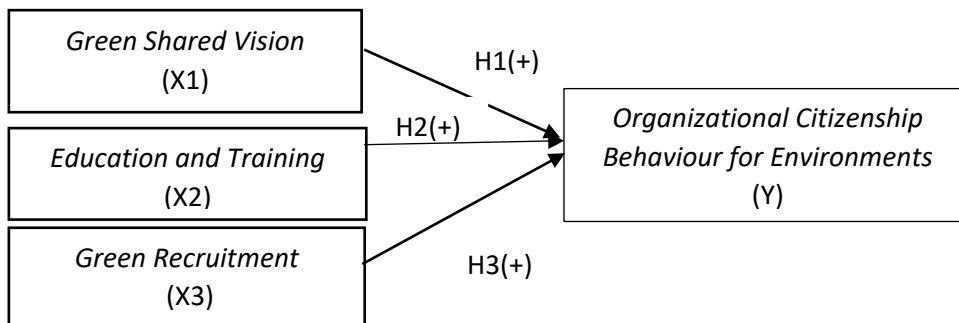
RESEARCH METHODOLOGY

This research design is based on previous research by adopting research from Gurmani et al., (2021) from the OCBE variable, the GSV variable from Chen et al., (2014), the Education and training variable from (Zhang et al., 2019) and the variables green recruitment from Tang et al., (2018), and this research was developed by researchers as shown in Figure 2. This research was measured on the simantec scale with 23 indicators.

Sampling frame and data collection method

The sample of this research is 163 elementary school employees in the province of Yogyakarta - Indonesia. The sample is calculated using the slovin method, while the sampling method is purposive sampling with a quota sampling data collection technique by filling out a Google form questionnaire. This activity is carried out within 5 months, namely August - January 2023.

Data analysis

This study used inferential statistics. The outer model is carried out by testing the quality of raw data instruments using reliability tests using Cronbah's Alfa and Composite Reliability methods, while for validity testing using convergent validity and discriminant validity, where convergent validity with a loading factor is above 0.70 and discriminant validity with Average Variable Extract (AVE). must be above 0.50 (J. Hair et al., 2014). The inner model was carried out by looking at the goodness-of-fit as shown in Table 7. To produce the output of this study using descriptive statistical analysis and partial least square-structural equation modeling (PLS-SEM) analysis, with the SmartPLS version 4 software tool.

This study uses a series of analyzes which include validity testing, reliability testing, structural equation modeling testing, and hypothesis testing. In addition, SmartPLS 4 is used as a research instrument. Inferential statistics are used in this kind of analysis. Cronbah's Alpha and Composite Reliability > 0.7 (Bentler & Bonett, 1980) technique was used to perform reliability tests on raw data instruments, ensuring the accuracy of the external model. Convergent validity is determined when the outer loading factor is more than 0.70 (Chin, 1998), and discriminant validity is determined when the AVE is greater than 0.50 (J. T. Hair et al., 2017). Uses good-of-fit analysis (Bentler & Bonett, 1980) to build an internal model. Descriptive statistics and Structural Equation Modeling (SEM) analysis in SmartPLS version 4 are used to compile the results of this research.

Variable operational definitions

Variable operational definitions are used to convey information about how a variable should be assessed from one research to another. The variables in this research have operational definitions as follows:

Table 1. Operational variables

Variable	Operational definition	Indicators
Green Shared Vision (Chen et al., 2014), (Chang et al., 2019)	Green shared vision can be interpreted as a shared vision that provides a strategic direction in motivating employees to contribute their efforts towards the goals of the organization so that employees have better creativity.	Common environmental goals Agreement on environmental direction Commit to an environmental strategy The organization's collective environmental mission
Education and Training (Zhang et al., 2019)	Education and training in terms of education and training, the organization provides employees with environmental knowledge, course resources, and opportunities to participate in environmental practices directly, promotes employees to be clearer about the significance and importance of green behavior in the workplace, and then chooses to carry out green behavior	Environmental protection training course Increased environmental awareness Management training on environmental issues
Green Recruitment (Tang et al., 2018)	Green Recruitment is the process of finding and hiring people who care about protecting the environment. Environmentally conscious workers are more likely to take steps to study the environmental impact of everyday tasks, which improves the environmental performance of businesses.	Environmentally friendly candidate Environmental branding Environmental awareness
Organizational Citizenship Behavior for Environment (Liu & Zhao, 2019), (Pham et al., 2018), (Gurmani et al., 2021)	Organizational Citizenship Behavior for Environment is spontaneous social behavior that is not required by formal compensation systems and regulations, but helps improve the effectiveness of organizational environmental management.	Initiatives to help regarding environmental issues Adopt more environmentally conscious behavior Ideas and opinions on environmental issues Understanding of environmental issues Take time to solve environmental problems Actively participate in environmental events Positive contribution to the image of the organization Volunteer in discussing environmental issues Consequences Actions affect the environment Environmental actions and initiatives Protect the environment effectively Improve environmental performance Environmental initiatives in providing information

RESULTS

Respondent descriptive analysis

Based on the descriptive results of respondents based on age, occupation, and domicile, they can be grouped as shown in the Table 2.

Table 2. Respondent descriptive analysis

Object Research	Amount	Percentage (%)
Elementary School		
Banaran State Elementary School	8	4,91
Kuwang State Elementary School	8	4,91
Cangkringan 1 State Elementary School	8	4,91
Cangkringan 2 State Elementary School	8	4,91
Bronggang State Elementary School	8	4,91
Bronggang Baru State Elementary School	8	4,91
Gungan State Elementary School	8	4,91
Cancangan State Elementary School	8	4,91
Kiyaran 1 State Elementary School	8	4,91
Kiyaran 2 State Elementary School	8	4,91
Watuadeg State Elementary School	8	4,91
Pusmalang State Elementary School	8	4,91
Kepuharjo State Elementary School	8	4,91
Srunen State Elementary School	8	4,91
Glagaharjo State Elementary School	8	4,91
Umbulharjo 1 State Elementary School	8	4,91
Umbulharjo 2 State Elementary School	7	4,29
Muhammadiyah Kregan Elementary School	7	4,29
Muhammadiyah Cepitasari Elementary School	7	4,29
Baitussalam IT Elementary School	7	4,29
Al Qodir Madrasah Ibtidaiyah	7	4,29
Gender		
Man	67	41,1
Woman	96	58,9
Age		
20-30	96	58,9
30-40	28	17,2
40-60	39	23,9
Employment status		
Government Employees	95	58,3
Honorary Staff	38	23,3
School Helpers	30	18,4
Years Of Service		
<5	16	9,8
5-10	23	14,1
10-25	58	35,6
>25	66	40,5

Table 4 can be seen that there are 21 elementary schools in Kapanewon Cangkringan with an average of 7-8 respondents or 4.91-4.29%. Based on gender, of the 163 respondents, 96 or 58.9% were dominated by women. Based on age, dominated by the age of 20-30 years amounted to 96 or 58.9%. Employment status is dominated by government employees, amounting to 95 or 58.3%, and the predominance of working period >25 years is 66 or 40.5%.

Average and outer loading

Table 3. Average and outer loading

Variable	Questionnaire	Average	Loading
	Y.1. I spontaneously give time to help colleagues in terms of the workplace environment	3,564	0,854
	Y.2. I encourage colleagues to be able to adopt a more environmentally conscious behavior	3,533	0,842
	Y.3. I encourage colleagues to express their ideas and opinions on environmental issues	3,607	0,741
	Y.4. I spoke spontaneously with colleagues to help understand existing environmental problems	3,466	0,799
	Y.5. I take the time to share information about environmental issues with colleagues	3,730	0,765
	Y.6. I actively participate in environmental events organized by the organization I work for	3,736	0,821
	Y.7. I undertake environmental actions that contribute positively to the organization	3,761	0,803
	Y.8. I volunteer to make efforts to address environmental issues within the organization I work for	3,607	0,798
Organizational Citizenship Behavior for Environment (Y)	Y.9. I weigh the consequences of actions, before doing anything that could affect the environment	3,626	0,835
	Y.10. I voluntarily carry out environmental actions and initiatives in my daily work activities	4,061***	0,617*
	Y.11. I give advice to colleagues to protect the environment effectively	3,951	0,709
	Y.12. I suggest new practices that can improve an organization's environmental performance	3,748	0,715
	Y.13. I am always up to date with the latest information on environmental initiatives within the organization	3,558	0,794
	X.1.1. I feel that I have something in common regarding the environmental goals of the organization	3,626	0,825
Green Shared Vision (X1)	X.1.2. I feel in agreement about the strategic environmental direction of the organization	3,662	0,875
	X.1.3. I feel that all the teachers in the organization I work for are committed to an environmental strategy	3,558	0,816
	X.1.4. I feel that all the teachers in the organization where I work are enthusiastic about environmental missions.	3,552	0,868
	X.2.1. I find training courses aimed at developing or encouraging environmental behavior helpful	3,539	0,852
Education and Training Selection	X2.2. I feel helped by encouragement through raising awareness, in this case in the form of seminars for human resources	3,460**	0,870

(X2)	X2.3. I feel helped by the leadership training on environmental issues	3,779	0,781
	X.3.1. The organization I work for, in attracting human resources candidates who realize the importance of understanding green	3,779	0,787
Green Recruitment (X3)	X.3.2. The organization I work for uses branding to attract environmentally friendly employees	3,724	0,871
	X.3.3. The organization where I work, in recruiting human resources who already have green awareness	3,552	0,847

*Not used due to low loading factor
**Lowest average
***Highest average

Table 3 shows the results of the outer loading calculation showing that there is 1 indicator that is invalid and not suitable for use because it is not more than 0.7, namely the Y10 indicator.

Average variance extrancted (AVE)

Table 4. Average variance extrancted (AVE)

Variable	AVE	Result
Green Shared Vision (X1)	0,717	*Valid*
Education and Training (X2)	0,698	*Valid*
Green Recruitment (X3)	0,699	*Valid*
Organizational Citizenship Behavior for Environment (Y1)	0,607	*Valid*

Table 4 shows convergent validity so that it can be fulfilled you must know the value of the Average Variance Extracted (AVE), Average Variance Extracted (AVE) can be said to be valid if > 0.50 (Sarstedt et al., 2014).

Cronbach's Alpha and composite reliability

Table 5. Cronbach's alpha and composite reliability

Variable	*Cronbach's Alpha*	*Composite Reliability*	Result
Green Shared Vision (X1)	0,868	0,910	Reliable
Education and Training (X2)	0,782	0,874	Reliable
Green Recruitment (X3)	0,784	0,874	Reliable
Organizational Citizenship Behavior for Environment (Y1)	0945	0,952	Reliable

Table 5 can conclude that the construct is reliable because the Composite Reliability and Cronbach's Alpha values for latent variables are more than or equal to 0.70. The minimum value for the extract variant or reliability test is 0.5, as stated by Hox & Bechger, (1999). For reliability, the closer to 1 the better. Based on the data above, there is high consistency in the four variables and the 23 indicators used to measure them.

Discriminant validity

Table 6. Discriminant validity (Fornell Larcker C)

Variable	*Green Shared Vision* (X1)	*Education and Training* (X2)	*Green Recruitment* (X3)	*OCBE* (Y)
Green Shared Vision (X1)	0,846			
Education and Training (X2)	0,843	0,835		
Green Recruitment (X3)	0,806	0,851	0,836	
Organizational Citizenship Behavior for Environment (Y1)	0,795	0,834	0,874	0,779

The estimated model constructs are discriminant because the square root of the Average Variance Extracted (AVE) for each construct is greater than the correlation between the two constructs in the model (Fornell & Larcker, 1981).

Goodness-of-fit measures

Table 7. Goodness-of-fit measures

Indicators	Result	Criteria
SRMR	0,089	acceptable if <= 0.08
d_ULS	2,164	acceptable if >= 0.95
d_G	1,622	acceptable if P >= 0.05
Chi-square	199,169	close to zero
NFI	0,959	acceptable if >= 0.90

Goodness-of-fit is shown in Table 7 Standardized Root Mean Square Residual (SRMR) is one of the tests on Goodness-Of-Fit Measures for SEM that is used to evaluate the suitability between observed correlations or associations. In general, SRMR >= 0.08 is satisfactory. However, the results obtained by researchers were 0.105 using SEM-PLS 4.0 software. The SRMR results are still in the category suitable for use in this research, explained by Bentler & Bonett, (1980) a value of less than 0.08 - 0.10 is still acceptable. In addition, the d_ULS and d_G confidence intervals were not obtained by performing a "normal" bootstrap approach, so there is no correlation between d_ULS (squared Euclidean distance) and d_G (geodesic distance) values. In addition, because

Chi-Square is sensitive to sample size, it should not be used as the sole measure of overall model fit. Even if the value of the difference between the sample covariance matrix and the model covariance matrix is minimum and moderate, when the sample size increases, the Chi-Square value will also increase, leading to model rejection. Additionally, NFI values range from 0 to 1, as expected for Normal Fit. The closer the value is to 1, the better, or more precise, the model is built.

Hypothesis

Table 8. Hypothesis

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
X1 Green Shared Vision-> Y1 Organizational Citizenship Behavior for Environment	0,151	0,151	0,094	1,603	0,109
X2 Education and Training -> Y1 Organizational Citizenship Behavior for Environment	0,240	0,243	0,105	2,278	0,023
X3 Green Recruitment -> Y1 Organizational Citizenship Behavior for Environment	0,548	0,547	0,084	6,551	0,000

Referring to Table 8 in the P Values column, only Green Shared Vision on Organizational Citizenship Behavior for the Environment is not significant, other than that all are significant.

Path coefficients P values

Figure 2. Path coefficients P values
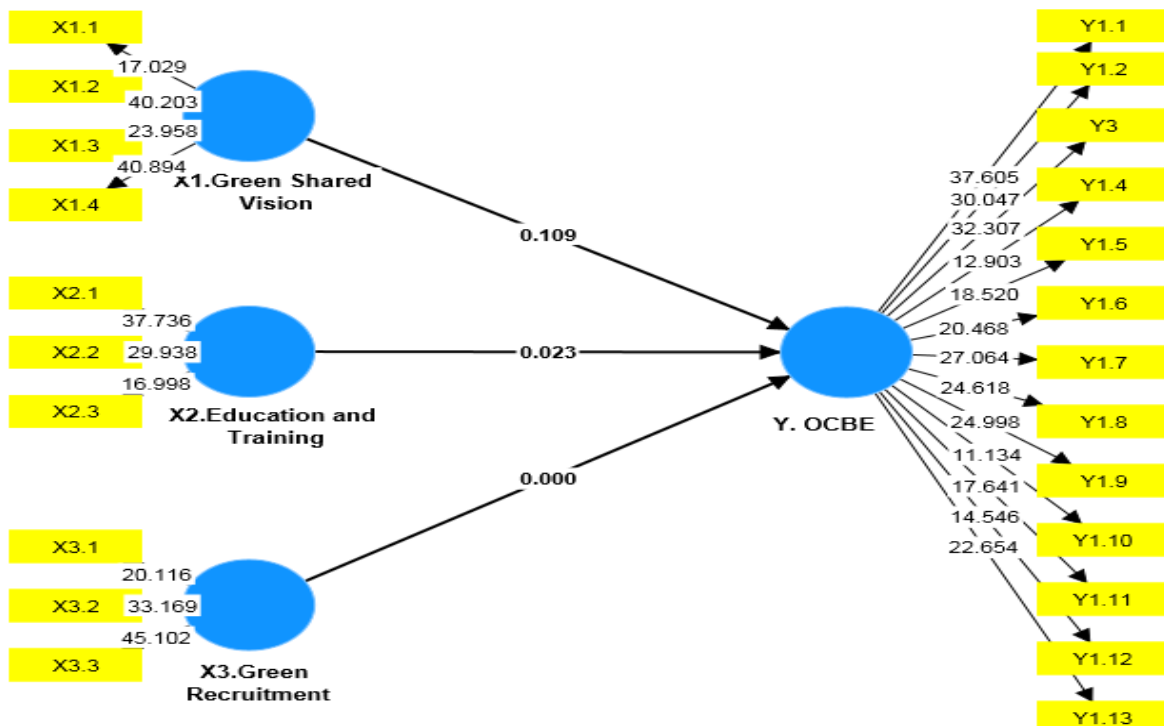
DISCUSSION

Green shared vision no influence on organizational citizenship behavior for environment

The results of the analysis show that the Green Shared Vision variable has no effect on the Organizational Citizenship Behavior for the Environment of Elementary Schools in Kapanewon Cangkringan. This condition indicates that the implementation of green shared vision at the level of organizational citizenship behavior for the environment in the Cangkringan Elementary Schools has not run optimally.

A shared vision can help staff members to understand their work through a broad and caring context and also motivate organizational members to intensify their desire to exceed expectations. In short, a shared vision can help senior members achieve many goals, such as establishing a joint blueprint for future development, propagating norms and values, motivating them to exceed performance expectations, and acting as a resource for developing future strategies. (Janse et al., 2008). In carrying out their duties in the organization where they work, they are not fully in accordance with the environmental vision. This causes the green shared vision variable indicator to organizational citizenship behavior for the environment to be insignificant. Visions that are not implemented by teachers will have an impact on developing future strategies for each of these elementary schools (Vogus & Sutcliffe, 2012). According to a survey conducted by researchers that the socialization that is often held is motivated by teachers to improve their performance every month, not towards socialization in implementing the existing vision. Therefore, the Department of Education requires a re-evaluation of the implementation of the vision in the organization, considering that a shared vision can convey general insights, vision, knowledge, and blueprints for the future aspirations of members, and a shared vision can offer joint strategic directions to facilitate and express convergent goals (Giordan, 1995).

Education and training have a positive and significant influence on organizational citizenship behavior for the environment

The results of the analysis show that the variable education and training has a significant positive effect on organizational citizenship behavior for the environment in elementary schools in Kapanewon Cangkringan. This condition indicates that the better the implementation of education and training, the higher the level of organizational citizenship behavior for their environment.

Education and training are needed in every organization, because this is an activity to motivate teachers to learn environmental protection skills and pay attention to environmental issues. When a school implements green training, this will increase employee awareness, knowledge and skills in the environmental activities that are in it (Tang et al., 2018), including increasing self-efficacy (Dwi Lestari et al., 2022) become a valuable self-exploration tool to use in any workplace to train employees (Sundararajan, 2021). Through education and training, the need to advance environmental management systems will be achieved (Khan et al., 2021). In a broader context, organizations must support human resources in developing creative ideas for environmental sustainability (Mirza et al., 2022).

Based on the results of the descriptive analysis of this research, it can be seen in the spread of the questionnaire in question X2.3. I feel helped by leadership training on environmental issues (highest mean). Based on the average and loading including high scores. This illustrates that teachers in elementary schools throughout Kapanewon Cangkringan consider leadership training on environmental issues to be very important. This is inseparable from the Principal who provides socialization to teachers in each school. With this in mind, education and training can build and shape sustainability competencies in human resources or organizations (Mozammel, 2019).

Green recruitment has a positive and significant impact on organizational citizenship behavior for the environment

The results of the analysis show that the variable green recruitment has a significant positive effect on organizational citizenship behavior for the environment in elementary schools in Kapanewon Cangkringan. This condition indicates that the better the implementation of green recruitment, the higher the level of organizational citizenship behavior for their environment.

When implementing green recruitment, a mindset will be created that prefers to hire employees who have an environmentally friendly approach to doing things at work and appreciates the organization's efforts to utilize green elements in business (Urbancová et al., 2015). Adoption of this strategy creates a collaborative learning environment, and uses a constructive feedback system to increase retention and completion in the program (Yamjal & AL-Sa'di, 2022), Typically such school also prefer to hire employees who exhibit a green mindset and an eco-friendly approach to jobs and other job prospects (Guerci et al., 2016). With companies implementing green recruitment, it will produce performance in improving the environment (Mishra, 2017). Based on the results of the descriptive analysis of this research, it can be seen in the spread of the questionnaire on question X2.1 The organization where I work, in attracting human resource candidates who are aware of the importance of understanding environmental friendliness (highest mean). Based on the average and loading including high scores. This illustrates that elementary school teachers throughout Kapanewon Cangkringan think that with the organization where they work in attracting human resource candidates, having an awareness of understanding environmental friendliness is important in their application in educating students. provide an understanding that companies should already have an environmental policy, this needs to be supported by the way the organization implements environmentally sound workforce recruitment (Willness & Jones, 2013).

ACADEMIC AND PRACTICAL IMPLICATION

The academic implications based on research findings indicate that there is still a need for policy arrangements that lead to green knowledge implemented in the green school curriculum. This green curriculum is important as a contribution to a better future by prioritizing environmentally friendly knowledge, so that the earth becomes "kind" to us.

Of course this green curriculum must be disseminated in advance so that it becomes a green shared vision for every teacher as a form of practical implications and added value for green knowledge in schools.

Future research

Laying the foundation of environmentally friendly knowledge is an obligation that cannot be avoided. This must be implemented in the school's green curriculum as a foundation in the learning process. The efficiency of this learning process pattern must be formed early on starting from the school's internal resources, namely teachers, and school leaders as subjects.

This research is growing, and it is even more interesting if it involves school green leadership, green engagement of teachers and school employees, it is also even more interesting if it is examined in terms of gender equality as an implicator and driving force for the dissemination (Díez-Martín et al., 2023) of green knowledge to students in schools.

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CRediT AUTHOR STATEMENT

All authors have contributed equally to all parts of the work.