



The Role of Organizational Culture in Moderating the Influence of Green Motivation and Ecological Awareness on Green Behavior

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Abstract: Environmental degradation and climate change highlight the importance of fostering sustainable behavior among university students as future change agents. This study investigates the effects of green motivation and ecological awareness on green behavior, with organizational culture as a moderating variable, in the Faculty of Islamic Economics and Business (FEBI), Institut Agama Islam (IAI) Darussalam Martapura, Indonesia. Employing a quantitative explanatory design, this study used a census approach involving all active FEBI students. Data were collected through a structured questionnaire using a five-point Likert scale and analyzed using Moderated Regression Analysis (MRA). The results show that green motivation and ecological awareness significantly and positively influence students' green behavior, while organizational culture strengthens both relationships. These findings indicate that individual psychological factors do not solely drive pro-environmental behavior but are strongly shaped by a supportive institutional culture that embeds sustainability values and practices. The study extends pro-environmental behavior research to the context of Islamic higher education and underscores the importance of integrating individual and organizational perspectives in promoting sustainable behavior within higher education institutions.

Keywords: ecological awareness; green behavior; green motivation; higher education; organizational culture

Recommended citation: Malihah, L., Claudia, M., Muzdalifah., & Anisah' H. U. (2026). The Role of Organizational Culture in Moderating the Influence of Green Motivation and Ecological Awareness on Green Behavior. *Journal of Innovation in Educational and Cultural Research*, 7(4), 891-901.

INTRODUCTION

Climate change, environmental degradation, and the global ecological crisis pose serious challenges with far-reaching implications for human life's sustainability. Phenomena such as rising global temperatures, forest fires, floods, and declining ecosystem quality indicate that environmental pressures are intensifying due to human activities (Keraf, 2022). These conditions call for behavioral changes that go beyond individual actions and are systematically cultivated through social institutions, including higher education institutions (Yuliyanto, 2025). At the national level, Indonesia is among the countries most vulnerable to the impacts of climate change and environmental damage (Rafi & Perkasa, 2023). High rates of deforestation, land-use conversion, and the increasing frequency of hydrometeorological disasters, such as floods and forest fires, pose major challenges to sustainable development (Judijanto et al., 2023). Although the Indonesian government has promoted various green development initiatives, their effectiveness largely depends on changes in public behavior, particularly among young people who will play a central role as future agents of development (Muafi, 2021).

South Kalimantan, as a province characterized by extensive wetland ecosystems, faces a high level of environmental vulnerability. The vast peatland and wetland areas make this region particularly susceptible to forest and land fires during the dry season and to flooding during the rainy season (Shaddiq et al., 2025). Banjar Regency, as part of South Kalimantan Province, faces similar environmental challenges, including wetland ecosystem degradation and changes in community environmental behavior, which have become increasingly urgent and require sustainable solutions. In this context, higher education institutions occupy a pivotal position in cultivating environmental awareness, ethical values, and pro-environmental conduct within the academic community. University students, in particular, are often seen as catalysts for social change, as they are expected to internalize sustainability principles and translate them into responsible behavior in their everyday activities (Leal Filho et al., 2021).

The literature highlights green motivation as a key driver of pro-environmental behavior, encompassing both intrinsic and extrinsic dimensions (Horn & Wehrmeyer, 2020). Individuals with strong green motivation tend to demonstrate greater commitment to sustainable practices, although this relationship is influenced by other factors such as ecological awareness. Ecological awareness provides a cognitive and affective foundation for understanding and responding to environmental issues (Gathy et al., 2022). It serves as a bridge between values and action. Nevertheless, an awareness-behavior gap remains evident (Novotny et al., 2022). Beyond individual factors, organizational culture plays a critical role in shaping behavior (Khan & Terason, 2021). A sustainability-oriented campus culture can strengthen the translation of motivation and awareness into concrete

actions, while a weak culture may hinder it. Empirical studies show that green organizational culture significantly contributes to pro-environmental behavior through social norms, policies, and reward systems (Firdaus et al., 2025). However, research within student contexts remains limited (Petrova, 2019). Despite the important role of universities in shaping social norms and collective identities (Navia et al., 2024).

Empirical evidence indicates that although students often demonstrate high environmental awareness, their actual behavior remains relatively low, highlighting the need for supportive institutional culture (Arshad et al., 2020; Novotný et al., 2021). In the context of the Faculty of Islamic Economics and Business (FEBI) at IAI Darussalam Martapura, the integration of ethical and Islamic values emphasizes environmental responsibility. Theoretically, they promote sustainable behavior. However, a gap still exists between normative values and actual practices (Firdaus, 2022; Masduqie et al., 2021; Abdurrahman et al., 2022). In the context of Islamic higher education, organizational culture is not merely an administrative construct but is deeply rooted in ethical and spiritual values derived from Islamic teachings, such as stewardship (*khalifah*), responsibility (*amanah*), and cooperation. These values align closely with collectivist cultural orientations, which emphasize group harmony, shared responsibility, and socially driven behavior. From a theoretical perspective, such a cultural framework may serve as a reinforcing mechanism, strengthening the relationship between individual awareness and actual behavior. By integrating psychological factors (green motivation and ecological awareness) with culturally embedded values, this study adopts a more holistic approach that bridges individual and organizational perspectives. This integration provides a stronger explanatory framework for understanding how pro-environmental behavior is shaped within faith-based educational institutions.

Based on this background, this study aims to examine the effects of green motivation and ecological awareness on students' green behavior, with organizational culture as an intervening variable. This study is expected to contribute both theoretically and practically to the development of pro-environmental behavior in higher education, particularly within a religious-based context. This study is motivated by the persistent gap between awareness and behavior among students, as well as the limited research on the role of organizational culture in Islamic higher education. Accordingly, this study investigates the influence of green motivation and ecological awareness on green behavior by incorporating organizational culture as a contextual factor (Hafid, 2025). The research questions address: (1) the influence of green motivation and ecological awareness on green behavior, (2) the moderating role of organizational culture in the relationship between motivation and behavior, (3) the role of organizational culture in the relationship between awareness and behavior, and (4) the theoretical and practical implications of the interaction between individual and organizational factors. Conceptually, green behavior refers to individual actions aimed at minimizing environmental impact (Aboramadan, 2022; Daud et al., 2023). Influenced by both internal and external factors and is particularly important among students as future leaders (Dila et al., 2023; Hadi et al., 2023). Green motivation reflects intrinsic and extrinsic drivers of environmentally responsible behavior (Rayner & Morgan, 2018; Lily et al., 2025; Pop et al., 2020). It has been shown to influence behavior positively (Alzadjali et al., 2026; Junsheng et al., 2020).

Ecological awareness encompasses knowledge, concern, and behavioral tendencies toward environmental issues (Apriliana & Junaedi, 2021; Kumar, 2022). In Islamic perspectives, humans are seen as stewards (*khalifah*) of the Earth (Sudjak, 2017). Although it can be enhanced through education (Sukma et al., 2020; Benoit et al., 2022), awareness does not always translate into action. Organizational culture is defined as shared values and norms within an institution (Naveed et al., 2022; Bagga et al., 2023). These functions as a mechanism that bridges motivation and awareness into behavior (Rahmadi et al., 2022; Zhao et al., 2021). In the context of FEBI IAI Darussalam Martapura, organizational culture is rooted in religious values and collectivism (Malihah et al., 2022). It has the potential to strengthen students' green behavior. In conclusion, students' green behavior results from a complex interaction between psychological factors and institutional culture. This study positions organizational culture as an intervening variable that explains how green motivation and ecological awareness are translated into green behavior within the context of Islamic higher education.

Despite the growing body of literature on green behavior, most studies have focused primarily on the direct effects of individual factors, such as green motivation and ecological awareness. While some research acknowledges the importance of organizational context, limited attention has been given to the moderating role of organizational culture in shaping these relationships. More importantly, existing studies are largely conducted in secular institutional settings, with minimal exploration of value-based environments such as Islamic higher education. This creates a critical research gap, as Islamic higher education institutions are characterized by strong ethical, spiritual, and collectivist values that may significantly influence pro-environmental behavior. However, the integration of these cultural dimensions into green behavior models remains underexplored. Therefore, this study aims to address this gap by examining the moderating role of organizational culture in Islamic higher education. This study offers novelty by integrating organizational culture as a moderating variable within a faith-based educational context, thereby extending existing green behavior models beyond conventional secular approaches.

METHODS

This study adopts a quantitative, explanatory research design to examine causal relationships among variables through empirical hypothesis testing (Noviansah et al., 2025). This design is appropriate as the study analyzes the effects of green motivation and ecological awareness on green behavior, with organizational culture positioned as an intervening variable. The measurement instruments used in this study were developed from established scales in prior studies and adapted to the context of Islamic higher education. Each construct, including green motivation, ecological awareness, organizational culture, and green behavior, was operationalized using multiple indicators derived from relevant literature to ensure content validity. The adaptation process involved refining item wording to reflect the students' context while maintaining the original conceptual meaning. All items were measured using a five-point Likert scale ranging from strongly disagree to strongly agree.

Each variable in this study was clearly operationalized to reflect its conceptual definition. Green motivation refers to the internal drive of individuals to engage in environmentally friendly behavior. Ecological awareness represents the level of understanding and concern for environmental issues. Organizational culture reflects shared values, norms, and practices within the educational institution that support environmental sustainability. Meanwhile, green behavior refers to actions students take to preserve the environment. These constructs were measured at the individual level using reflective indicators. To ensure the validity and reliability of the measurement instruments, several procedures were conducted. Content validity was assessed through expert judgment involving academics in the fields of management and environmental studies. Construct validity was evaluated using statistical procedures, including tests of convergent and discriminant validity. Reliability was examined using internal consistency measures to ensure that all indicators consistently represent their respective constructs. These procedures were carried out using R statistical software to ensure robustness and accuracy of the measurement model.

The population consists of all active students of the Faculty of Islamic Economics and Business (FEBI) at IAI Darussalam Martapura during the 2025–2026 academic year. Given the relatively small population, a census (saturated sampling) was conducted, involving all 296 students as respondents: 40 seventh-semester, 84 fifth-semester, 89 third-semester, and 83 first-semester students. Data collection was conducted from October to December 2025. Data were collected using a structured questionnaire based on established indicators for each variable, measured with a five-point Likert scale ranging from strongly disagree to strongly agree (Jaich et al., 2023). Data analysis was performed using R software, including validity and reliability tests to ensure measurement accuracy and consistency, correlation analysis to examine relationships among variables and detect multicollinearity, and multiple regression analysis to assess direct effects.

Additionally, regression models were employed to evaluate the role of organizational culture in influencing the relationships between green motivation, ecological awareness, and green behavior. To ensure model robustness, classical assumption tests were conducted, including tests for normality, heteroskedasticity, multicollinearity, and autocorrelation. Hypotheses were tested using both F-tests (simultaneous) and t-tests (partial). Prior to hypothesis testing, all variables were assessed to meet regression assumptions, ensuring unbiased and reliable estimates.

RESULT AND DISCUSSION

This study presents empirical findings on the role of organizational culture in moderating the influence of green motivation and ecological awareness on green behavior among the academic community of the Faculty of Islamic Economics and Business at Darussalam Islamic Institute Martapura. The analysis used a quantitative approach, examining relationships among variables with appropriate statistical techniques to provide a comprehensive overview of the interaction patterns that emerge. In general, the preliminary findings indicate that green motivation and ecological awareness contribute to the development of green behavior. However, the strength of these relationships varies depending on the condition of the existing organizational culture.

Validity testing was performed to assess the extent to which the questionnaire items accurately measured the intended constructs. Data are considered valid when the responses obtained appropriately reflect the underlying dimensions of the variables under investigation. If the score is significant, then the item is significantly correlated with the overall score. This means that the questionnaire item is declared valid $r_{\text{value}} \geq r_{\text{table}}$. If the score $r_{\text{value}} < r_{\text{table}}$ is not significant, the question item does not correlate with the overall score. This means that the questionnaire item is declared invalid. All r-values in each variable indicator are > 0.114 , so it can be said that all question items are declared valid.

Reliability testing assesses the consistency and dependability of the questionnaire as a measurement instrument. A questionnaire is considered reliable if repeated measurements yield consistent results. As a measurement tool, the questionnaire must demonstrate high reliability. If the Cronbach's alpha coefficient $\alpha > 0.6$, the questionnaire items are considered reliable. If the result of the coefficient $\alpha < 0.6$, then the question item is declared unreliable. The obtained Cronbach's alpha value was 0.908, indicating that the questionnaire

items demonstrate high reliability. The correlation matrix provides an overview of the relationships among all variables examined in this study, including green motivation (X_1), ecological awareness (X_2), organizational culture (M), and green behavior (Y). The strength and direction of these relationships are presented in the correlation coefficients, which indicate the degree of association between each pair of variables. A detailed presentation of these relationships is shown in Figure 1.

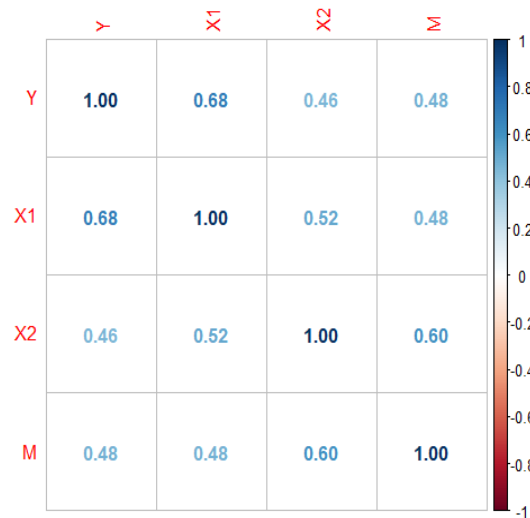


Figure 1. Correlation Analysis

Based on the correlation matrix, all variables show positive relationships. The variable showed the highest correlation with Y ($r = 0.68$), indicating a strong positive relationship. Meanwhile, the variables ($r = 0.46$) and M ($r = 0.48$) showed a positive relationship with Y at moderate levels. X_1X_2 . The relationship between independent variables is also in the moderate to quite strong category, namely between X_1 and X_2 ($r = 0.52$), X_2 and M ($r = 0.60$), and X_1 and M ($r = 0.48$). There was no very high correlation value ($r > 0.80$), so it can be concluded that the risk of multicollinearity is relatively low.

Based on the analysis results, a baseline regression model was established without incorporating the moderating variable. The regression analysis indicates that green behavior (Y) is influenced by green motivation (X_1) and ecological awareness (X_2). The estimated regression model shows that the constant is 9.777, indicating that when green motivation and ecological awareness are held constant, the level of green behavior remains at 9.777. Furthermore, green motivation has a positive coefficient of 0.509, indicating that greater green motivation is associated with greater green behavior. Similarly, ecological awareness has a positive coefficient of 0.139, suggesting that higher ecological awareness also contributes to increased green behavior, though with a smaller effect than green motivation.

Based on the analysis, a regression model was estimated without including moderating variables. The regression model incorporating organizational culture (M) indicates that green behavior (Y) is influenced by green motivation (X_1), ecological awareness (X_2), organizational culture, and their interaction effects. The constant value of 36.113 represents the baseline level of green behavior when all predictors are held constant. Green motivation shows a negative coefficient (-1.181), while ecological awareness has a positive effect (0.804), and organizational culture also has a negative direct effect (-0.861). The interaction term between green motivation and organizational culture (0.062) suggests that organizational culture strengthens the relationship between green motivation and green behavior, whereas the interaction between ecological awareness and organizational culture (-0.029) indicates a slight weakening of this relationship.

Table 1. R^2 Comparison

Model	R^2
Models without Moderation Variables	0.47
Models with Moderation Variables	0.57

Based on the comparison of the two regression models in Table 1, the regression model involving the moderation variable was the best because it had R^2 a higher value than the regression model without involving the moderation variable. Therefore, a residual assumption test and an interpretation of the model involving moderation variables will be conducted to identify factors that affect Green Behavior.

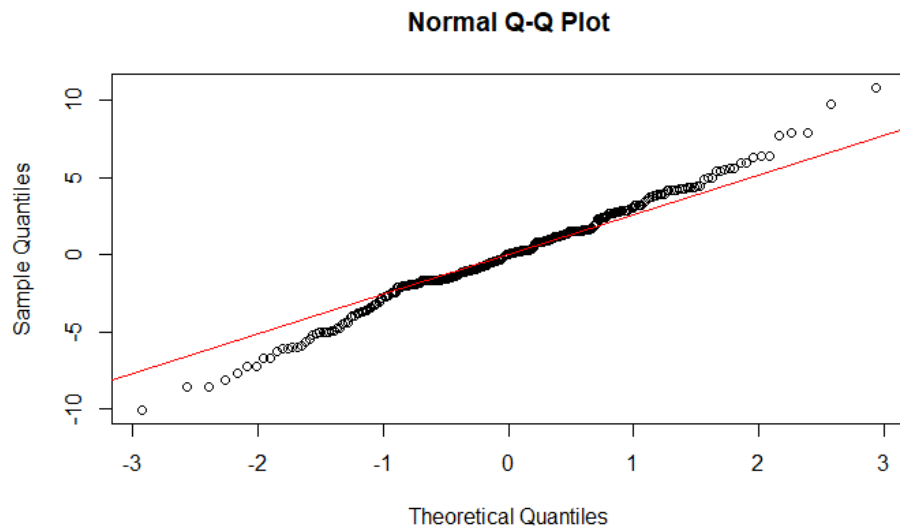


Figure 2. Normal Q-Q of Residuals

The distribution of the data points in [Figure 2](#) appears to closely follow the theoretical model, as indicated by their alignment with the diagonal line. This pattern suggests that the proposed model adequately fits the data distribution, indicating good agreement between the theoretical distribution and the observed data. The Shapiro–Wilk normality test supports this visual assessment, yielding a p-value of 0.1179, which exceeds the 5% significance level. Accordingly, the assumption of normality can be considered satisfied. The null (H_0) hypothesis states that the residual variance is homogeneous (homoskedasticity), meaning that there is no heteroscedasticity, while the alternative hypothesis (H_1) states that residual variance is not homogeneous (there is heteroscedasticity). The value of $p = 0.5944 > 0.05$, thus failing to reject H_0 . The Breusch Pagan test results indicate that the model does not exhibit statistically significant heteroskedasticity. Therefore, the assumption of homoskedasticity is met, indicating that the residuals' variance is approximately constant across levels of the predicted values.

Table 2. Variance Inflation Factor (VIF)

Variable	VIF
X_1	1.587
X_2	1.823
M	1.728
$X_1 \times M$	1.880
$X_2 \times M$	1.811

Based on the results of the multicollinearity test in [Table 2](#) for the regression model, the Variance Inflation Factor (VIF) values for all independent variables were < 10 . Therefore, there is no multicollinearity in the model. The null hypothesis (H_0) states there is no positive autocorrelation in the residual model. The alternative hypothesis (H_1) states that there is a positive autocorrelation in the residual model. Based on the Durbin–Watson test results, the obtained p-value was 0.05. Accordingly, there is no evidence of autocorrelation in the model residuals, indicating that the assumption of residual independence is satisfied. The F test was used to determine whether the independent variables in this study had a joint effect on the dependent variables, as shown in [Table 3](#).

Table 3. Results of Simultaneous Significance Test

$F_{\text{statistic}}$	P_{value}
77.39	0.000

Based on the regression analysis results, it was obtained and then rejected. This shows that the independent variables in this study have a simultaneous effect on the dependent variables. So it can be said that the regression model was significantly tested. $P_{\text{value}} = 0.000 < \alpha = 0.05 H_0$. A t-test was used to determine whether each independent variable in this study had a partial effect on the dependent variable. The results are presented in [Table 4](#).

Table 4. Results of Partial t-Test

Variable	P _{value}
X ₁	0.000
X ₂	0.003
M	0.000
X ₁ × M	0.000
X ₂ × M	0.006

Based on the results of the regression analysis carried out, obtained P_{value} for the independent variable *Green Motivation* (X_1) $< \alpha = 0.05$, it was rejected. So it can be said that H_0 *Green Motivation* has a partial (significantly tested) effect on *Green Behavior* (Y). For the independent variable *Ecological Awareness* (X_2) obtained, it was rejected. So it can be said that $p_{value} < \alpha = 0.05H_0$ *Ecological awareness* has a partial (significantly tested) effect on *Green Behavior* (Y). For the moderation variable *Organization Culture* (M) obtained, it was rejected. So it can be said that $p_{value} < \alpha = 0.05H_0$ *Ecological awareness* has a partial (significantly tested) effect on *Green Behavior* (Y). For the interaction between the independent variable *Green Motivation* (X_1) and the moderation variable *Organization Culture* (M) obtained, it was rejected. So it can be said that the $p_{value} < \alpha = 0.05H_0$ influence of *Green Motivation* (X_1) on *Green Behavior* (Y) is influenced by *Organization Culture* (M). In other words, *Organization Culture* plays a role in strengthening or modifying the effect of *Green Motivation* on *Green Behavior*, thereby demonstrating its significant role in this model.

For the interaction between the independent variable of *Ecological Awareness* (X_2) and the moderation variable of *Organization Culture* (M) obtained, it was rejected. So it can be said that the $p_{value} < \alpha = 0.05H_0$ influence of *Ecological Awareness* (X_2) on *Green Behavior* (Y) is influenced by *Organization Culture* (M). In other words, *Organization Culture* plays a role in strengthening or modifying the effect of *Ecological Awareness* on *Green Behavior*, thereby demonstrating its significant role in this model. Based on the statistical analyses and model testing conducted, this study provides strong empirical evidence that green motivation and ecological awareness are critical determinants of green behavior, particularly among students of the Faculty of Islamic Economics and Business (FEBI), IAI Darussalam Martapura. These findings confirm that students' pro-environmental behavior does not emerge by chance; rather, it results from an interaction between internal psychological drivers and cognitive understanding of environmental issues.

The partial test results demonstrate that green motivation has a statistically significant impact on green behavior, indicating that both intrinsic motivations, such as moral satisfaction and personal responsibility, and extrinsic influences, including institutional policies and campus social norms, play a key role in promoting environmentally responsible behavior among students. This finding is consistent with Mastria et al. (2023), who argue that individuals with strong motivation tend to demonstrate greater consistency between intentions and actions. Within the context of Islamic higher education, such motivation can also be interpreted as the embodiment of ethical and moral values cultivated through the learning process. Moreover, ecological awareness was found to significantly affect green behavior, suggesting that individuals' levels of environmental knowledge, concern, and sensitivity constitute a critical foundation for the emergence of pro-environmental behavior (Li et al., 2023). Ecological awareness not only shapes how individuals interpret environmental problems but also affects moral evaluation and personal responsibility in acting sustainably (Arundati et al., 2020). By enhancing students' understanding of the environmental consequences of everyday behavior, ecological awareness fosters a greater inclination toward responsible action (Lestari et al., 2026). Consequently, higher levels of ecological awareness increase the likelihood that individuals will consistently adopt environmentally friendly behavior in both personal and social contexts (Corraliza & Collado, 2019). Nevertheless, these findings should be interpreted cautiously in light of the awareness-behavior gap, which suggests that high awareness does not always translate into concrete action.

The significant effect of green motivation on green behavior indicates that internal psychological drivers play a crucial role in shaping pro-environmental actions. This finding suggests that students with stronger intrinsic motivation are more likely to translate environmental awareness into actual behavior, underscoring the importance of motivational reinforcement in shaping behavior. This result is consistent with prior studies emphasizing the role of motivation in encouraging pro-environmental behavior; unlike previous research that primarily focuses on individual factors, this study demonstrates that the effect becomes more meaningful when contextualized within organizational culture. This implies that motivation alone may not be sufficient, but requires a supportive cultural environment to be effectively translated into behavior. From the perspective of AMO theory, green motivation represents the "motivation" component that drives individuals to perform environmentally responsible actions; this study extends the theory by showing that organizational culture serves as an enabling context that strengthens the transformation of motivation into actual behavior (Iftikar et al., 2022).

Furthermore, social identity theory explains how organizational culture shapes behavior through shared values and a sense of belonging, particularly in Islamic higher education where collective norms strongly

influence individual actions (Faraz et al., 2021). In line with green behavior theory, this study also confirms that pro-environmental behavior is not solely determined by awareness but is influenced by situational and contextual factors (Lee et al., 2023). The findings further highlight the importance of integrating cultural and spiritual values within the educational environment. In Islamic higher education, values such as responsibility (*amanah*), stewardship (*khalifah*), and collective well-being reinforce pro-environmental behavior, underscoring the role of organizational culture in shaping sustainable actions. Overall, this study provides a more integrative understanding of green behavior by combining individual, organizational, and cultural perspectives, demonstrating that pro-environmental behavior emerges from the dynamic interaction between internal motivation, cognitive awareness, and culturally embedded values, thereby extending existing theories and offering a context-specific contribution to sustainability literature in higher education.

The primary contribution of this study lies in its finding that organizational culture plays a significant role in strengthening the effects of green motivation and ecological awareness on green behavior. An organizational culture aligned with sustainability values not only provides a normative framework for individuals but also creates a social environment that facilitates the internalization of green motivation and ecological awareness into actual behavior (Turki et al., 2022). The interaction test results demonstrate that campus organizational culture functions not merely as an institutional backdrop but as an active mechanism that modifies and reinforces the relationship between internal psychological factors and actual behavior (Fauzi et al., 2024). In other words, motivation and ecological awareness are more likely to be translated into tangible action when supported by an organizational culture that consistently embeds sustainability values, norms, and practices (Li et al., 2022). The effectiveness of individual psychological factors in driving pro-environmental behavior is therefore highly dependent on the extent to which organizational culture institutionalizes sustainability principles consistently (Al Alawneh et al., 2023).

These findings indicate that organizational culture functions as a social catalyst, bridging individuals' psychological potential and collective action (Latif & Sunandar, 2026). Organizational culture also plays a crucial role in facilitating mechanisms for disseminating knowledge that promote environmentally friendly behavior within organizations (Yu & Li, 2024). These findings indicate that organizational culture functions as a social catalyst, bridging individuals' psychological potential and collective action. Organizational culture also plays a crucial role in facilitating mechanisms for disseminating knowledge that promote environmentally friendly behavior within organizations (Adu & Nawangsari, 2022). A culture that emphasizes environmental concern, demonstrates leadership role modeling, and is supported by clear institutional policies can generate positive normative pressure to engage in green behavior (Rizvi & Garg, 2020). Moreover, organizational cultures reinforced by effective knowledge-sharing mechanisms such as internal communication, organizational learning, and the dissemination of best practices contribute significantly to strengthening understanding, commitment, and consistency in pro-environmental behavior across organizational levels (Iskamto, 2023). In the context of FEBI IAI Darussalam Martapura, the integration of Islamic values with environmental sustainability principles further enhances the moral legitimacy of green behavior as an integral part of students' academic and religious identity.

The increase in the coefficient of determination observed in models incorporating organizational culture indicates that including cultural factors yields a stronger explanatory model of green behavior. This finding reinforces the argument that approaches that focus solely on individual-level factors, without considering institutional context, may yield a partial understanding of environmental behavior (Gurbuz et al., 2021). Pro-environmental behavior is not shaped exclusively by intrinsic motivation but is also influenced by organizational values, norms, and systems that consistently encourage and facilitate sustainability practices (Susanto et al., 2024). Therefore, integrating individual- and institutional-level perspectives is essential for a more comprehensive explanation and management of environmental behavior. From a theoretical standpoint, this study contributes to the pro-environmental behavior literature by underscoring the value of a multilevel approach that captures the interplay between individual-level drivers and contextual influences. It further broadens the scope of green behavior research by situating the analysis within Islamic higher education, a setting that remains underexplored in empirical scholarship.

Additionally, the results substantiate the applicability of social identity theory, the resource-based view, and the Ability-Motivation-Opportunity (AMO) framework in explaining how organizations enhance their environmental performance (Aggarwal & Agarwala, 2022). From a practical standpoint, the results suggest that efforts to promote environmentally friendly behavior among students should not rely solely on increasing individual knowledge and motivation but must be accompanied by the systematic strengthening of campus organizational culture that supports sustainability (Anwar et al., 2020). Higher education institutions can develop comprehensive, cross-disciplinary policy frameworks based on integrated green indicators to support the implementation of sustainability practices (Manolis & Manoli, 2021). These green indicators may also serve as evaluative tools for monitoring and assessing the implementation of sustainability-oriented practices in higher education institutions (Junior, 2021). In conclusion, this study confirms that students' green behavior emerges from a dynamic interaction between motivation, ecological awareness, and organizational culture, with

organizational culture playing a strategic role as a bridge between values and action. These results offer a solid basis for formulating more comprehensive institutional policies and strategic initiatives to advance the development of sustainable university campuses. Overall, this study provides a more comprehensive understanding of pro-environmental behavior by integrating individual, organizational, and cultural perspectives. The findings demonstrate that green behavior is shaped by the interaction between motivation, awareness, and organizational culture, particularly within a value-based educational context. This study extends existing theories by incorporating cultural dimensions into green behavior models, offering both theoretical and practical contributions.

CONCLUSION

This study demonstrates that both green motivation and ecological awareness have a significant and positive influence on students' green behavior in Islamic higher education (RQ1). Students with stronger intrinsic and extrinsic motivation, as well as higher environmental awareness, are more likely to engage in consistent pro-environmental actions. Furthermore, organizational culture has been shown to play a significant moderating role in the relationship between green motivation and green behavior (RQ2). A supportive campus culture strengthens the translation of students' motivation into actual environmentally responsible behavior. Similarly, organizational culture significantly strengthens the relationship between ecological awareness and green behavior (RQ3). This indicates that awareness is more effectively transformed into action when supported by institutional values, norms, and practices that promote sustainability. In terms of theoretical and practical implications (RQ4), the findings confirm that the interaction between individual psychological factors and organizational context shapes pro-environmental behavior. The study highlights the importance of integrating green values into campus culture, policies, and practices. In practice, higher education institutions should not rely solely on enhancing students' awareness and motivation; they must also develop a strong sustainability-oriented organizational culture to promote green behavior effectively. Overall, organizational culture serves as a critical bridge connecting motivation and awareness to actual behavior, underscoring the importance of a holistic, multilevel approach to fostering sustainable behavior in higher education institutions.

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