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The Influence of Family Education and Green School Culture on Student's Green Consumer: Behavior the Mediating Role of Peer Group Support

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Abstract

The background of this research was environmental degradation which affects life quality now and in the future. This study aims to assess the influence of family education and green school culture on green consumer behavior among high school students. This research method was a survey research design, with a population of high school students. Using simple random sampling, 235 students were selected. Data were collected through questionnaires and interviews and analyzed using descriptive and inferential statistics with PLS- SEM. Results stated that Family education and green school culture were found to influence green consumer behavior. While peer group support did not mediate the effect of family education, it did mediate the influence of green school culture on green consumer behavior. The study highlights the importance of family and school environments in shaping environmentally conscious behaviors, with peer group support as a significant mediator in school-based influences. The implication of this research was in order to promote green consumer behavior, it is crucial to incorporate environmental education into the curriculum, according to research on green consumer behavior. Educational programs can successfully encourage pro-environmental actions by emphasizing the improvement of attitudes, knowledge, and social norms.

How to Cite

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INTRODUCTION

Environmental issues are one of the important aspects of global concern in the Sustainable Development Goals (SDGs) program. SDGs in Indonesia are projected to achieve Indonesia's development program in 2030 (Indonesia, n.d.,Rulandari, 2020). Based on Organization for Economic Co-operation and Development (OECD) data in 2019 through the National Development Planning Agency (BAPPENAS), Indonesia's national economy has grown significantly in recent decades. Indonesia in 2030 is projected to occupy the 5 strongest economies in the world in 2030 with the expectation that real Gross Domestic Product (GDP) can grow to 5,163 trillion (Badan Pusat Statistik, 2019).

Although economic growth in Indonesia has been strong until now, some challenges that arise simultaneously. Such growth brings adverse environmental and social impacts. The Ministry of Environment and Forestry (KLHK) of the Republic of Indonesia describes the condition of the environment in Indonesia through the Indonesian Environmental Status Report (Kementrian Lingkungan Hidup dan Kehutanan, 2023). Information about Indonesia's environmental conditions can be seen through various indicators, namely pollution, flooding, climate change, the presence of waste, and landslides (Badan Pusat Statistik, 2019).

The presence of people is one of the factors that can affect environmental quality. The human population in Indonesia will continue to increase every year. This increase can have implications for the need for industrial and household raw materials which generally have a negative impact on environmental quality. Therefore, public awareness of environmental damage is needed by implementing an environmentally friendly lifestyle or behavior.

The increasingly degraded environment caused by human activities demands a significant behavioral change in society, especially in terms of action. Green consumer behavior, which promotes environmentally friendly choices in the use of products and services, is (Blazevi, 2016) one of the important keys to achieving sustainability. Building this behavior from an early age, especially among students, is a strategic step that can have a long-term impact on environmental sustainability. This is in line with the United Nations Educational, Scientific and Cultural Organization UNESCO programs implemented in Indonesia, one of which is Education for Sustainable Development (ESD).

Sustainable Education has become a major focus in efforts to increase awareness and participation of the Indonesian people in environmental conservation and sustainable development efforts. The Indonesian government has developed various regulations and strategies to improve the implementation of sustainable education at various levels of education. Law No. 20/2003 on the National Education System introduced the concept of sustainable education as part of Indonesia's national education system. This law emphasizes the importance of sustainable education in increasing the awareness and participation of Indonesians in environmental conservation and sustainable development efforts. The Ministry of Education, Culture, Research and Technology of the Republic of Indonesia has developed various strategies to improve the implementation of sustainable education in Indonesia. One example of this strategy is the Adiwiyata program (Indonesia., 2019), which aims to increase students' awareness and participation in environmental conservation and sustainable development efforts (Ajzen, 2019).

In addition, the Ministry of Education and Research has also developed an Education for Sustainable Development (ESD) program that aims to increase students' awareness and participation in environmental conservation and sustainable development efforts. The program includes various activities, such as ESD-based curriculum development, teacher training, and noncurricular activities related to ESD (Aisy, M. R., Gunansyah, G., 2020; Bappenas, 2020) has developed the Technical Guidelines for Preparing Action Plans for

Sustainable Development Goals (SDGs). This guideline aims to assist local governments and educational institutions in developing action plans related to the SDGs. In its implementation, sustainable education in Indonesia still faces several challenges. One of the main challenges is limited resources and inadequate education infrastructure. In addition, many teachers do not have sufficient knowledge and skills to develop an ESD-based curriculum (Cebrián & Junyent, 2015; Qi et al., 2021; Corres et al., 2024).

Theoretically, behavior is the result of a learning process. A recent study demonstrated how behavior is shaped by the learning process. One of psychology's main concern is comprehending how behavior and learning process are related and different theories offer distinct view points on this subject. According to Albert Bandura in social learning theory, a person's behavior is influenced by the mutual interaction between personal factors (such as attitudes, beliefs, and motivations), environmental factors (such as family, school, and peers), and the behavior itself (Nabavi & Bijandi, 2014; Kaasila et al., 2016). This concept is known as reciprocal determinism. The theory of behaviorism state learning is defined as a shift in observable behavior that is fueled by the association between stimuli and response. Contiguous conditioning, operant conditionaing, and classical cinditioning are important (Grusec, J, 2020).

The hierachy model of social cognition offer a multi-level framework for comprehending the mental state of others through the interaction of cognitive and affective processes. This paradigma explain a social-cognitive process by combining behavioral data with brain activity (Schulz et al., 2020). Active inference theory consistent with Bayesian principles, proposes that neutral processing and action selection can be explained by minimizing variational free energy. This theory formally explains a range of activities and occurrences (Friston 2017). Multiple memory system frameworks argue that social behavior is a product of multiple dissociable memory systems, each underlying distinct from a learning memory. This framework challenges traditional dual processs (Van Vessel et al., 2019).

Thus, to understand how green consumer behavior is formed among students, it is necessary to analyze how these factors influence each other. Green consumer behavior is shown by 3 dimensions, namely (1) purchasing behavior; (2) product use behavior; and (3) waste treatment behavior

Therefore, family education also has a crucial role in shaping children's attitudes and behavior towards the environment. Parents as the first and main educators in a child's life, provide a foundation of values, knowledge, and habits that will influence how children interact with the environment around them. Through family education, children can be taught the importance of preserving nature, wise use of resources, and responsible consumption choices.

Families that have strong environmental values can influence their children's behavior to pay more attention to the environment (Kaasila et al., 2016; Aldridge et al., 2022). In addition, the green school culture implemented in schools can increase students' awareness of the importance of environmental conservation and influence their own behavior (An, 2019; Schelly & Cross, 2014; Fisher, 2012). Besides family, school is also an important environment that influences children's development (Blazevi, 2016; Okul Kültürü ve Etkililik, 2018) . Family education has 3 dimensions, namely (1); socialization (2) habituation; and (3) exemplary (Narmaditya et al., 2023).

Green school culture refers to the application of sustainability principles in school operations as well as the integration of environmental education into the curriculum schools that implement green practices, such as recycling programs, energy savings, and environmental education, can encourage students to adopt more environmentally friendly consumer behavior. Green school culture is indicated by professional orientation, organizational structure, quality of the learning envi-

ronment, and student-centred focus A school culture that supports green practices can help students develop greener attitudes and behaviors, including in terms of consumption." (Chen & Chen, 2022) Environmentally friendly behavior among students is important to support environmental conservation efforts.

This behavior can be influenced by several factors, including family education and green school culture. Family education plays an important role in shaping children's behavior and values from an early age, as quoted from (Ismail & Azam, 2022) "Families have a significant influence in shaping children's environmentally friendly consumer behavior through the transfer of values, norms, and knowledge related to the environment."

However, family and school influences do not operate in a vacuum. Support from peer groups also plays an important role in strengthening or weakening these influences. Teenagers tend to be influenced by their peers in various aspects of life, including in terms of green consumer behavior. When students are in a group of friends who support green behavior, they are more likely to follow suit.

Ajzen's Theory of Planned Behavior (TPB) (Ajzen, 2019) states that a person's behavior is influenced by three main factors: attitude towards behavior, subjective norms, and perceived behavioral control. In the context of environmentally friendly behavior, TPB explains that Individuals tend to exhibit environmentally friendly behavior if they have a positive attitude towards the behavior, feel social pressure from those around them to behave environmentally friendly (subjective norms), and feel they have the ability or control to perform environmentally friendly behavior." (Ajzen, 2019). Both Social Learning Theory and TPB emphasize the importance of the social environment, including family and school, in shaping individual behavior. Families and schools can provide models or examples of environmentally friendly behavior, as well as create social norms and support that encourage such behavior.

In this study, we want to find out how family education and green school culture affect students' Green consumer behavior, as well as how peer group support affects students' Green consumer behavior. We hope this research can contribute to our knowledge of how to increase students' awareness and participation in green consumer behavior. So the purpose of this study is how the effect of family education and green school culture on green consumer behavior and how peer group support mediates the effect of family education and green school culture on green consumer behavior. The hypothesis in this study is that family education and green school culture have an effect on green consumer behavior and peer group support mediates the effect of family education and green school culture on green consumer behavior.

METHODS

This research was conducted with a quantitative approach with a survey method. The population in this study were students of National and Independent Adiwiyata State High Schools located in schools with high pollution (databox.co.id), namely Bandung City, Bandung Regency, Bekasi City and Indramayu Regency. The total of population was 6.834 (https://dapo.kemdikbud.go.id/pd), with simple random sampling technique, the minimun score by gpower was obtained by 235 sample of students. Data collection techniques were conducted by interview and survey. The instrument used was a questionnaire with closed questions with a semantic differential scale in the range of 1-7. With the following gradations:

Never						Always
1	2	3	4	5	6	7

The data analysis technique used is Partial Least Square Structural Equation Modeling (PLS-SEM). (Ghozali, 2014). Based on data checking, consists of missing values,

outlier detection and data distribution, which are obtained from Smart PLS output. The research instrument test was carried out by conducting convergent validity and reliability tests.

To test the measurement (outer model), convergent validity and discriminant validity tests are carried out. Convergent validity in the form of Outer Loading (Loading factor) and Average Variance Extracted (AVE) shows that all observed X variables have met the AVE criteria set by ≥ 0.50. This shows that the Convergent Validity Test is acceptable. Discriminant Validity, which was measured by cross Loading test is a test of the Outer Loading value that an observed variable construct has to have a greater value for its own variable than for other variables. The discriminant validity results state that the variable is valid. The Reliability results of the Cronbach Alpha (Cα) and Composite Reliability (ρc) were above 0.60 or 0.70 indicating the variable was reliable. SEM research that can be analyzed using SmartPLS.

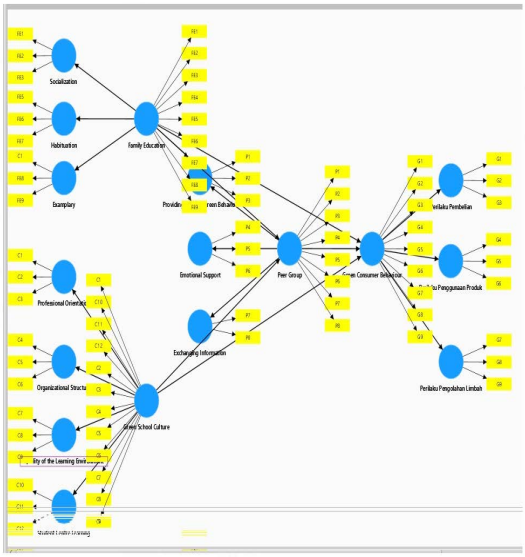

Figure 1. Model Structural

The structural model evaluation stage (inner model) consists of testing the goodness of the model (model fit) and hypothesis testing. The model goodness test is done by paying attention to the R-square (R2) and Q-square (Q2) values. Partial hypothesis testing is carried out by paying attention to the significance value of the relationship between variables (direct and indirect effect). The R-Squared value (R2) is used to determine the predictive power of the structural model in PLS-SEM analysis. The criteria for R-Square values close to 0.67 are considered strong, 0.33 as moderate, and 0.19 as weak. Chin and Whynne, 1998). Table 1 shows the results of the R-Square value (R).

Table 1. R-Square Value (R2)

	R Square	R Square Adjusted
Green Consumer Behavior	0.763	0.760
Peer Group Support	0.534	0.530

Source: Processed primary data (2024)

In addition to R-Square, the Q-Square value is also used to determine the goodness of the model, where the Q value2 > 0 indicates that the model has predictive relevance, while the Q value2 < 0 indicates that the model has less predictive relevance. The predictive relevance Q values2 are 0.02, 0.15, and 0.35 which indicate that the model is weak, moderate, and strong. The following are the results of the Q-Square test in this study in Table 2.

Table 2. Q-Square Test Results

	Q^2 (=1-SSE/SSO)
Green Consumer Behavior	0.713
Peer Group Support	0.526

Source: Processed primary data (2024)

Based on Table 2, it is known that the result of the Q-Square value on endogenous variables is 0.713, these results mean that the amount of data diversity explained by this research model is 71% while the remaining percentage of 29% is explained by factors outside this research model. Thus, this research model is declared strong in measuring the goodness of the model (model fit).

RESULT AND DISCUSSION

The results of this study include descriptive results and research hypothesis testing and discussion. Descriptive results include green consumer behavior, family education, green school culture and peer group support.

Green Consumer Behavior

The overall intensity of waste treatment behavior is relatively higher than the behavior of purchasing and using products. Waste treatment behavior consists of the intensity of reusing goods (reuse), reducing waste (reduce) and recycling waste (recycle). The results of the study state that the intensity of reduction is more widely done, including activities using refillable food and drink containers, using durable and easy-to-maintain furniture, using Light Emitting Diode (LED) lights, and reducing the use of paper/tissue. Reuse is shown by reusing plastic, bottles, cardboard and used clothes/fabric for reuse. Recycling includes recycling paper, plastic, metal and glass to become reusable items. The scores for GCB, family education, and peer support are obtained by scoring the results of the respondent's answer instrument in the range of 1 to 7. Furthermore, the indicator scores for each individual are added up and become an indicator score. GCB's score are present in Table 3.

Based on the results of the study, green consumer behavior is shown by three behaviors, namely purchasing behavior, product use behavior and waste management behavior. The most frequent non-environmentally friendly purchasing behavior is the purchase and use of styrofoam waste, this is not only due to the lack of knowledge of the dangers of styrofoam for health and the environment, but also the behavior of sellers who usually use styrofoam which looks clean and neat in wrapping goods.

Family Education

Family education includes parental education related to environmentally friendly behavior. Parents play an important role in the education of children in the family. The influence of parents on children's behavior is known as in generalization influence. The results of family education research can be seen in Table 4.

Green School Culture

The results of the green school culture study stated that culture was more contributed by the focus of students in the form of

Table 3. Green Consumer Behavior Score

Variables	Dimensions	Indicator	Code	Score
Green Consumer Behavior	Behavior Purchase	Intensity of buying food and beverage products with plastic/styrofoam packaging	G1	1274
		Intensity of using eco-friendly bags when shopping	G2	1228
		Intensity of purchase of organic products	G3	1206
	Product usage behavior	Intensity of energy-saving behavior.	G4	1262
		Intensity of using garbage and styrofoam	G5	1395
		Intensity of use of organic products.	G6	1241
	Sewage treatment behavior	Waste reuse intensity	G7	1370
		Intensity of waste reduction	G8	1387
		Waste recycle intensity	G9	1351

Source: Processed primary data (2024)

Table 4. Family Education Score

Variables	Dimensions	Indicator	Code	Score
Family Education	Socialization	My parents explicitly taught me about environmental conservation	FE1	1326.00
		Parents tell about green products and their benefits	FE2	1217.00
		Parents tell about reduce Reuse Recycles	FE3	1058.00
	Habituation	Parents get us used to disposing of waste by separating organic and non-organic.	FE4	1006.00
		Parents get us used to using less plastic & Styrofoam	FE5	1270.00
		Parent familiarizes us with saving energy use	FE6	1274.00
	Exemplary	I learned a lot from my parents' eco-friendly behavior.	FE7	1409.00
		In my neighborhood. parents often show environmentally friendly behavior when interacting with the environment.	FE8	1248.00
		My parents clearly demonstrate environmentally friendly behavior in front of their children.	FE9	1251.00

Source: Processed primary data (2024)

environmentally friendly student movements/ campaigns than the role of the school in the form of an environmentally friendly activity success team, an environmentally friendly campaign by students and community service activities to clean the school, rather than standard rules made by the school. Overall, the results of the green school culture study are presented in Table 5.

In the Professional dimension Orientation teacher accustoms students to dispose of garbage around their study area menjadi pembiasaan yang kuat di sekolah. Professional Orientation involves the professional lives of the teachers (Schoen, 2005). It includes a teacher's attitudes, beliefs, and practices and one's own and other persons' ideas about teaching, studying, and learning in specific circumstances and contexts (Opfer et al., 2010).

In the organizational structure dimension, the successful team of environmentally friendly activities of students creates a strong environmentally friendly culture. Organizational structure also includes the type of leadership that exists at the school. (Amirah et al., 2024), (Schoen, 2005). A learning environment is a system where learning takes place and where students are at the center. (Aldridge et al., 2022). It includes all of the physical surroundings, psychological or emotional conditions, and social or cultural influences affecting the growth and development of a student (Yli-panula et al., 2022).

In this study, the quality of the learning environment is determined by the natural environment and the quality of the teacher. The quality of the learning environment is influenced by both students (Amirah et al., 2024), 2024),(Schoen, 2005) and teachers (Aldridge et al., 2022). The relationships between students and the teacher affect how their attitudes and actions interact and the extent to which learning is promoted. The results of the study stated that teachers often familiarize students throwing garbage in its place, campaign for environmentally friendly activities and insert environmental issues in learning. The school also has a student team to build a green school

Table 5. Green School Culture

Variables	Dimensions	Indicator	Code	Score
Green School Culture	Professional Orientation	My teacher accustoms students to dispose of garbage around their study area.	C1	1398.00
		My teacher often inserts environmental issues during the teaching and learning process even though it is not relevant to the subject matter.	C2	1307.00
		The school campaigns for an environmentally friendly movement.	C3	1320.00
	Organizational Structure	The school has personnel to achieve adiwiyata goals.	C4	1146.00
		The school has a team of students to make the eco-friendly movement a success.	C5	1344.00
		The school has regular activities. to support the green school activities.	C6	1314.00
	Quality of the Learning Environment	My school is shady with well-maintained trees	C7	1131.00
		The school supports students' environmentally friendly behavior.	C8	1199.00
		Each class teacher models environmentally friendly behavior.	C9	1295.00
	Student-Centred Focus	The implementation of school environmental conservation involves more student roles.	C10	1222.00
		Cleaning the school environment involves many students.	C11	1498.00
		Supervision of the use of electricity and water energy is carried out by students	C12	1366.00

Source: Processed primary data (2024)

culture. In building a green school culture, schools involve students in various activities that support environmentally friendly behavior and students actively supervise the implementation of environmentally friendly behavior culture.

Peer Group Support

Peer group support is important in determining student behavior. Support from peers is in the form of information exchange, environmentally friendly behavior support and emotion support. The results of the research on peer support are in Table 6.

The results of this study state that peer group support for environmentally friendly behavior is high. Peer group support for environmentally friendly behavior is natural disasters and doing environmentally friendly activities together. mainly indicated by the relatively high level of discussing environmental issues.

Hypothetical Testing

Hypothesis testing is carried out by paying attention to the original sample estimate (O) value to determine the direction of the relationship between variables, as well as t-statistics (T), and p-value (P) to determine the significance level of the relationship. The results of testing the research hypothesis can be seen visually in Figure 2 and Table 7. Based on the outer loading results in Table 7, the results of this research mediation hypothesis test can be seen in Table 8.

Table 6. Peer Group Support Score for Consumer Green Behavior

Variables	Dimensions	Indicator	Code	Score
Peer Group Support	Exchanging information	Intensity of exchanging information on environmental issues	P1	1377.00
		Exchange information on behavioral packs for global environmental degradation.	P2	1324.00
		Intensity of exchanging information on hazards and mitigation.	P3	1333.00
	Providing green behavior support	Intensity of peer reminders for environmentally friendly behavior.	P4	1345.00
		Peer intensity prevents environmentally unfriendly behavior.	P5	1128.00
		The intensity with which peers carry out environmental conservation actions together.	P6	1153.00
	Emotional support	Comfort to behave in an environmentally friendly manner in the presence of peers.	P7	1149.00
		Peer intensity encourages each other to act in an environmentally friendly manner.	P8	1103.00
		Intensity of peer engagement in environmentally friendly activities.	P9	1377.00

Source: Processed primary data (2024)

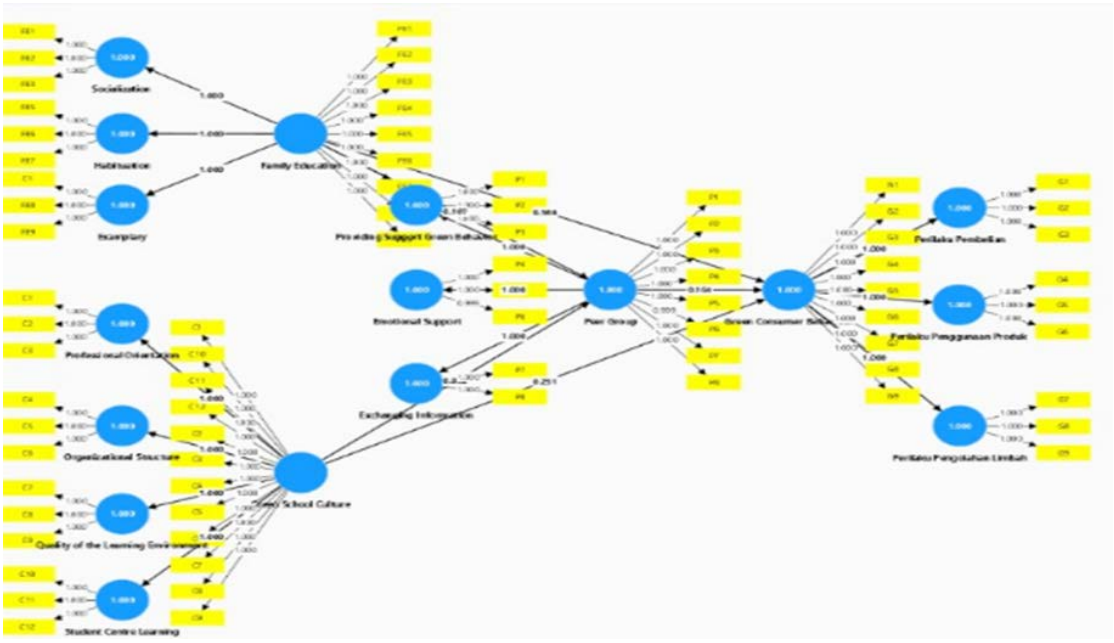

Figure 2. Diagram Path Correlational Between Variable

Table 7. Influence Value between Variables (Direct and Indirect Effects)

	O	T	P	Description
Family Education -> Green Consumer	0.439	6.509	0.000	Influential
Family Education -> Peer Group	0.034	0.485	0.314	No Effect
Green School -> Green Consumer	0.250	3.163	0.000	Influential
Green School -> Peer Group	0.704	10.564	0.000	Influential
Peer Group -> Green Consumer	0.308	4.419	0.000	Influential

Source: Processed primary data (2024)

Table 8. Specific Indirect Effect

	O	T	P	Description
Family Education -> Peer Group -> Green Consumer	0.012	0.473	0.318	No Mediation
Green School -> Peer Group -> Green Consumer	0.217	4.885	0.000	Mediation

Source: Processed primary data (2024)

Effect of Family Education on Green Consumer Behavior (GCB)

Based on the results of hypothesis testing, it is stated that family education has an effect of 43.9% on GCB. Of all the indicators used, family education provides information about environmental conservation which includes inviting to plants and cleaning the surrounding environment. However, families rarely inform about the procedures for reducing waste (reduce), utilizing used goods (reuse) and recycling products (recycle). Among the three activities, the exemplary dimension has a greater influence than the others. This shows that parents' green consumer behavior will be emulated by students as a form of parental education for their children. The influence of family education on GCB is based on the theory of environmental psychology (Stokols, D. (2000)) which states and the theory of planned behavior (Ajzen, 1991) which states that experience, and information from the environment will shape attitudes, subjective norms and perceived control behavior. Family habituation and exemplary behavior can shape GCB. What supports this research is that consumption socialization is related to consumption learning that occurs from parents to their children.

Consumer socialization studies usually deal with the consumption-related learning that is transmitted from parents to their children and vice versa children can socialize with their parents (Panzer & Gronau, 2024); (Ragelien & Grønhøj, 2020).

Effect of Green School Culture on Green Consumer Behavior (GCB)

Based on the research results, green school culture has a direct effect on green consumers by 25%. In this case, the adiwiyata school culture carried out throughout the school, both the school organizational structure, environmental literacy, and environmentally friendly cultural activities that involve many students affect the environmentally friendly behavior of students as consumers. School culture is the set of shared values, beliefs and norms that influence the way educators and administrators think, feel and behave in the schoolplace (Ismail & Azam, 2022), (Çera et al., 2021), (Fisher, 2012). The influence of green school culture on green consumer behavior is based on social identity theory. Social

identity theory suggests that individuals' propensity for safety citizenship behavior is related to their understanding of the safety culture in the organization (Tear & Reader, 2023). Social identity theory posits that individual's behavior is influenced by their identification with a particular group or organization. Regarding the influence of green culture on behavior, 3 framework models can be used. Green consumer behavior, which is seen as a performance that is formed through strong habituation until it becomes a school culture, is based on the Ability, Motivation, Opportunity (AMO) work model, (Ahmad et al., 2023). Where it is simplified to P = f (A, M, O) which represents performance, ability, motivation and opportunity. In this case, green behavior occurs if there is ability, motivation and opportunity to act environmentally friendly. The ability, motivation and opportunity of students to behave in an environmentally friendly manner will be realized into behavior if supported by a strong school culture, which is supported by teachers, friends and the academic community. In addition, the relationship between green culture and consumer green behavior was introduced by The value-belief-norm (VBN) theory was developed (Stern et al., 1999) to give environmental studies a framework for examining the normative values that support pro-environmental behavior. Value theory, the norm-activation model, and the new environmental paradigm are all integrated into the VBN theory (Ahmad et al., 2023). According to this idea, pro-environmental conduct is the result of a series of factors, ranging from an individual's values and environmental concerns to their particular beliefs about the negative effects of particular activities.

Mediation of Peer Group on the Effect of Family Education on Green Consumer Behavior (GCB)

The peer group is a group of people of approximately the same age who have similar interests, background, or social status (Oodiresa, 2021). The members of this group are likely to influence an individual's beliefs and behaviors. Bandura (1977) developed the Social Learning Theory, which places a strong emphasis on seeing and imitating other people's behaviors, attitudes, and emotional responses. The essential tenet of this philosophy is that behavior is learned and may be unlearned. According to Bandura (Nabavi & Bijandi, 2014), learning would take a very long time if people had to learn everything they needed to know from their own actions. Research shows that having peer relationships during adolescence has advantages for forming partnerships later in life. (Cundiff, 2018). The results of this study state that peer groups do not mediate the effect of family education on green consumer behavior. The results of data processing state that this is because family education has no effect on peers. This indicates that there is no attachment between the family and the student's peer, or the peer does not know the family of each member in the peer well, or that the peer's behavior is not in accordance with family education. The absence of peer group support for the influence of family education on green consumer behavior can be caused by (1) Teenagers tend to be more influenced by their peers than their families. Pressure to conform to peer groups can make adolescents ignore the values and education provided by the family (Guzman & Specialist, n.d.; Liu, 2023; Lou, 2023); (2) During adolescence, individuals are in a phase of searching for identity and autonomy (Kasinath, 2013; Pfeifer & Berkman, 2018). They may rebel against the rules and values instilled by the family as part of this process; and (3) Peer groups often have different values and priorities than families (Spadafora et al., 2019; Sussman et al., 2004). For example, peer groups may value popularity, appearance, or social activities more than academics and education.

Mediation of Peer Group on the Influence of Green School Culture on Green Consumer Behavior

Peer groups are part of the school environment. student interaction within the

school. Consumption of green products also as the customers perceive social and peer pressure to consume green products to meet their everyday needs (Harness & Drossman, 2015). The impact of parents and peers is a well-studied matter and may either hinder or enable pro-environmental actions. (Harness & Drossman, 2015). Peer moderation will strengthen GCB, if the education provided by parents is aligned with peer support for environmentally friendly behavior.

CONCLUSION

Based on the results of research and data analysis obtained, descriptively, green consumer behavior, was indicated by reduce activity intensity is done more than reuse and recycle. Parental education is carried out by socialization, exemplary and habitually to behave environmentally friendly. Green school culture indicated by the implementation of Peer groups has a role in information exchange, support for environmentally friendly behavior and support of emotion. The results of this study also reveal that family education and green school culture have a directly effect on green consumer behavior and peer group support mediates the effect of green school culture on green consumer behavior but peer groups do not mediate the effect of family education on green consumer behavior. The effect of family education, based on theoretical frameworks in environmental psychology states that pro-environmental behaviors are encouraged by growing environmental concern, which is a result of improved knowledge. Through the generational transfer knowledge of beliefs and practices, family education is essential in influencing green consumer behavior. This is supported by the theory of planned behavior and the social learning theory, which holds that people pick up habits by seeing and copying their family members. The effect of school green culture based on individuals' propensity for safety citizenship behavior is related to their understanding of safety culture in the organization. The mediation of peer toward the effect of green culture on green consumer behavior based on the social learning theory, while the peer support didn't mediate the effect of family education based on the social influence theory explains this by suggesting that individuals conform to the behaviors and attitudes of their peers to gain social acceptance. These result reseach were because (1) Teenagers tend to be more influenced by their peers than their families. The pressure to conform to peer groups can make teenagers ignore the values and education provided by the family; (2) In adolescence, individuals are in a phase of searching for identity and autonomy. They may rebel against the rules and values instilled by the family as part of this process; and (3) Peer groups often have different values and priorities than families.

The managerial implication of the result can be curriculum development, parental involvement programs, and community building. Curriculum development that address the environmental impact of consumerism and promote pro-environmental behaviors. Parental involvement programs, this can involve creating content that appeals to both parents and children, highlighting the benefits of sustainable consumption for future generations. Community building. This can include social media groups, forums, and events that encourage sharing of experiences and knowledge.

The limitation of this research is the need to involve more variables with a qualitative research approach and research conducted in the long term to see changes in behavior. So, for future research to this research needs to be done with a qualitative approach and longitudinal research.

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