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The Effects of Green Training and Green Rewards on Green Job Satisfaction through Green Reputation

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Abstract

The suboptimal implementation of green training and green reward practices among coffee shop MSMEs in Yogyakarta, which affects the development of green job satisfaction. This study aims to analyze the effects of green training and green reward on green job satisfaction, with green reputation serving as a mediating variable. A quantitative approach was employed using a survey of 125 employees from 16 coffee shop MSMEs in Yogyakarta. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS version 4.1.1.8. The results show that green training significantly improves green reputation and green job satisfaction, while green reputation also enhances job satisfaction. Green reward has no significant effect on green reputation but directly improves green job satisfaction. Green reputation mediates the effect of green training, but not green reward, indicating that training plays a more strategic role in shaping employees' perceptions of organizational environmental reputation. Therefore, MSMEs should prioritize sustainable green training programs to strengthen environmental practices and employee job satisfaction. These findings contribute by highlighting green training as a strategic mechanism for integrating environmental sustainability with employee-related outcomes.

Keywords

Green Job Satisfaction, Green Reputation, Green Reward, Green Training.

1. Introduction

In an increasingly competitive and dynamic global business landscape, sustainability has shifted from a strategic option to a necessity for long-term survival. Governments, consumers, investors, and communities pressure organizations to demonstrate environmental and social responsibility transparently and accountably, while growing awareness of climate change and environmental degradation encourages the integration of sustainability into activities (Ghardallou, 2022; Degirmen et al., 2024). Human resources are central because employees implement policies and sustainability practices; without their awareness and involvement, sustainability strategies are unlikely to achieve optimal outcomes (Bangwal et al., 2025). Green Human Resource Management (GHRM) integrates environmental considerations into human resource management processes (Renwick et al., 2013; Jabbour & Jabbour, 2016). Among GHRM practices, green training and green rewards are important for developing capabilities and recognizing environmental contributions (Yadav & Mathew, 2023). Green training develops environmental knowledge, awareness, and skills while strengthening motivation, emotional engagement, and work meaning, contributing to sustainable performance, innovation, resource efficiency, satisfaction, and retention (Asep & Renata, 2023; Abdulameer & Ibrahim, 2025). Green reward provides financial and non-financial incentives that encourage consistent pro-environmental behavior and may strengthen sustainability-oriented culture, environmental compliance, satisfaction, and retention (Tajdar et al., 2023).

Beyond their direct effects, green training and green rewards may contribute to green reputation, which reflects not only external stakeholder perceptions but also employees' perceptions of organizational environmental values (Cabrera-Luján et al., 2023). Perceived alignment between organizational values and environmental responsibility may foster employee pride, emotional attachment, and meaningful work, thereby strengthening green job satisfaction. Green job satisfaction supports employee motivation, performance, productivity, and loyalty, while satisfied employees tend to demonstrate stronger motivation and commitment (Chowdhury et al., 2025). GHRM practices are associated with improved job satisfaction and employee performance (Prasetyo et al., 2024; Faeni et al., 2025). Green training may enhance organizational perceptions, satisfaction, and retention, while broader GHRM implementation addresses employees' needs and personal values (Abdelhamied et al., 2023; Ruma, 2024).

Nevertheless, the relationship between green training, green reward, and green job satisfaction may not be exclusively direct. Green reputation can serve as a mediating mechanism that explains how employees' perceptions of organizational environmental image and values translate GHRM practices into positive work attitudes. Incorporating this mediator provides a more comprehensive explanation than examining only direct relationships (Palupiningtyas et al., 2025). This relationship is supported by Social Exchange Theory, which proposes that organizational support through practices such as green training and green rewards encourages employees to reciprocate through positive attitudes and behaviors, including favorable organizational perceptions and higher job satisfaction (Blau, 1964).

Despite the growing importance of GHRM, its implementation remains suboptimal, particularly among Micro, Small, and Medium-Sized Enterprises (MSMEs), where sustainability practices are often not systematically integrated into human resource management. This issue is relevant to coffee shop MSMEs in Yogyakarta, a university city and tourist destination with a dynamic and highly competitive coffee shop market. Coffee shops have increasingly adopted environmentally friendly practices, including waste reduction, resource efficiency,

and the use of locally sourced materials (Pham et al., 2018). However, these practices remain partial, while coffee shop activities may generate environmental pressures through waste, energy consumption, and single-use materials.

The research gap lies in the limited empirical evidence examining green training and green reward simultaneously as antecedents of green job satisfaction, particularly by incorporating green reputation as a mediating mechanism in coffee shop MSMEs in Yogyakarta. Existing studies have largely examined individual GHRM practices, direct relationships, or broader organizational contexts, leaving limited understanding of how employees' perceptions of green reputation connect GHRM practices with green job satisfaction in MSMEs. The novelty of this study therefore lies in integrating green training and green reward with green reputation as a mediator to explain the psychological mechanism underlying green job satisfaction in the specific context of coffee shop MSMEs in Yogyakarta. The study also contributes to SDG 8, SDG 12, and SDG 13.

Based on this research gap and novelty, this study aims to examine and analyze the effects of green training and green reward on green job satisfaction, both directly and indirectly through the mediation of green reputation, among employees of coffee shop MSMEs in Yogyakarta. The findings are expected to contribute to GHRM literature and provide practical guidance for MSMEs in developing more sustainable human resource management strategies.

2. Literature Review and Hypothesis Development

2.1. The Effect of Green Training and Green Reward on Green Reputation

Social Exchange Theory, proposed by Blau (1964), explains that social relationships are formed and maintained through reciprocal exchanges, in which individuals provide contributions with the expectation of receiving material or non-material returns, such as recognition, support, and a sense of being valued (Cropanzano & Mitchell, 2005). When employees perceive organizational support as fair and beneficial, they are more likely to respond with positive attitudes toward the organization. In the context of GHRM by Pham et al. (2018), green training and green reward represent organizational support that can encourage employees to reciprocate through favorable perceptions and attitudes, including perceptions of organizational reputation.

Consistent with this perspective, green training can strengthen green reputation by demonstrating the organization's commitment to environmental responsibility. Through training, employees gain environmental knowledge, awareness, and skills while also observing the organization's efforts to integrate sustainability into daily operations. Previous studies by Merlin and Chen (2022), Wang et al. (2023), and Al-Romeedy and Alharethi (2025) have found that green training positively influences organizational reputation, as employees may interpret such practices as evidence of genuine environmental commitment. Therefore, the more effectively green training is implemented, the more positive employees' perceptions of the organization's green reputation are expected to be.

Based on Prasidi (2025), Faeni et al. (2025), and Chowdhury et al. (2025), green rewards may also contribute to green reputation because environmentally based rewards signal that the organization recognizes and values employees' pro-environmental contributions. Such recognition can reinforce employees' perceptions that environmental responsibility is valued by the organization. Greater implementation of green rewards is expected to strengthen employees' perceptions of the organization's environmental commitment and contribute to a more favorable green reputation.

H1: Green training has a positive effect on green reputation.

H2: Green reward has a positive effect on green reputation.

2.2. The Effect of Green Reputation on Green Job Satisfaction

Green reputation refers to stakeholders' perceptions of an organization's genuine commitment to environmental preservation through sustainable policies, practices, and behaviors (Chowdhury et al., 2025). Although green reputation has traditionally been viewed as an external image, it also encompasses employees' internal perceptions of the organization's environmental commitment (Cai et al., 2024). When employees perceive their organization as having a strong green reputation, they may develop greater pride, emotional attachment, and positive perceptions of the meaning of their work. Thus, according to Wang and Juo (2024), green reputation functions not only as an intangible organizational asset but also as an internal psychological factor that can influence employee attitudes and behaviors. In this study, green reputation is positioned as a mediating variable that explains how GHRM practices may influence green job satisfaction.

Job satisfaction refers to an individual's emotional evaluation of their work (Aldrin & Yunanto, 2019; Hasan et al., 2024). With growing attention to environmental sustainability, green job satisfaction describes job satisfaction related to employees' perceptions of their contribution to environmental sustainability. Employees who perceive their work as environmentally meaningful may experience greater fulfillment and satisfaction (Renwick et al., 2013). Green job satisfaction is therefore an important outcome of GHRM practices because it is associated with employee motivation, commitment, and performance. Previous studies also indicate that positive organizational reputation is associated with higher employee satisfaction (Alniacik et al., 2011; Yang et al., 2015; Babić-Hodović & Arslanagić-Kalajdžić, 2019; Cinki & Karakose, 2025). Chiarini and Bag (2024) found that employees experienced greater satisfaction and pride when working for companies with a strong environmental reputation, while Suharti and Sugiarto (2020) showed that Green HRM enhanced corporate image and reputation while increasing employees' job satisfaction, pride, and sense of belonging.

H3: Green reputation has a positive effect on green job satisfaction.

2.3. Effect of Green Training and Green Reward on Green Job Satisfaction

Green training and green reward are key GHRM practices that can shape employees' attitudes by developing environmental competencies and reinforcing pro-environmental contributions. Green training focuses on improving employees' environmental knowledge, skills, awareness, and attitudes, including understanding sustainable work methods such as energy conservation and waste reduction (Pham et al., 2018; Abdelhamied et al., 2023; Prasetyo et al., 2024). Beyond improving environmental competencies and organizational environmental performance, green training can enhance organizational image and reputation and contribute to employee commitment and job satisfaction (Renwick et al., 2013; Jabbour & Jabbour, 2016). Previous studies by Abdelhamied et al. (2023) and Prayuda (2023) found that green training enhances employee competencies, work meaningfulness, engagement, and job satisfaction, while Vadithe et al. (2025) further confirmed its positive contribution to employee outcomes. Thus, employees who understand and are involved in the organization's environmental objectives are more likely to perceive their work as meaningful and satisfying.

Green reward complements training by providing financial and non-financial recognition for employees' pro-environmental contributions (Jackson et al., 2011; Eleuwyaan et al., 2026). Such rewards may include incentives, bonuses, recognition, appreciation, and opportunities to participate in sustainability programs. Green rewards can reinforce environmentally responsible behaviors, strengthen employees'

motivation, and encourage continued participation in sustainability practices. Effective implementation may therefore contribute to stronger satisfaction and loyalty by making employees feel that their environmental contributions are valued by the organization (Prasidi, 2025). In particular, recognition and fairness associated with environmental rewards can strengthen employees' motivation and job satisfaction (Freire & Pieta, 2022).

H4: Green training has a positive effect on green job satisfaction.

H5: Green reward has a positive effect on green job satisfaction.

2.4. The Mediating Effect of Green Reputation

Green training and green reward may shape employees' perceptions of the organization's environmental commitment, which can become internalized as a positive green reputation. Wang and Juo (2024) and Nisa et al. (2025), green training provides employees with environmental knowledge, skills, and awareness, while green reward signals that the organization recognizes and values employees' contributions to environmental sustainability. These practices can therefore communicate the organization's commitment to environmental responsibility and strengthen employees' perceptions of its green reputation. When employees perceive their organization as environmentally responsible, they may develop greater pride, emotional attachment, and a stronger sense of meaning in their work, which can contribute to higher green job satisfaction.

The mediating role of reputation is supported by Merlin and Chen (2022), who demonstrated that organizational reputation significantly mediates the relationship between green human resource management and organizational attractiveness. Their findings indicate that organizational reputation can function as an important mechanism through which green HR practices generate favorable organizational outcomes. This suggests that the benefits of green HR practices may extend beyond their direct effects by influencing how employees perceive the organization and subsequently shaping their work-related attitudes. In a related context, Faeni et al. (2025) found that green training and green rewards significantly influence corporate reputation, while corporate reputation significantly affects employee job satisfaction in the Indonesian food and beverage industry. These findings are particularly relevant to the present study because coffee shops operate within the broader food and beverage sector, where environmental practices can influence both organizational reputation and employee outcomes. Therefore, green training and green reward may enhance green job satisfaction indirectly by strengthening employees' perceptions of the organization's environmental reputation. Accordingly, the following hypotheses are proposed:

H6: Green reputation mediates the effect of green training on green job satisfaction.

H7: Green reputation mediates the effect of green reward on green job satisfaction.

Figure 1 illustrates the proposed research framework examining the relationships among green training, green reward, green reputation, and green job satisfaction. Green training and green reward are proposed to influence green reputation, which in turn is expected to affect green job satisfaction. The framework also proposes direct relationships from green training and green reward to green job satisfaction, while green reputation is positioned as a potential mediating variable. The model highlights how green-oriented organizational practices may contribute to employee job satisfaction both directly and through the development of a positive green reputation.

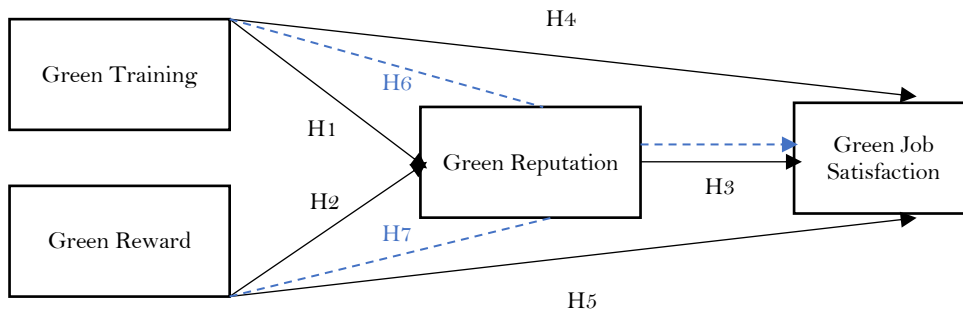


Figure 1. Research Framework

3. Methods

This study employed a quantitative approach with a survey design to examine the relationships among the variables empirically. A quantitative approach was selected because it enables hypothesis testing through systematic statistical analysis (Sekaran & Bougie, 2010; Creswell, 2018). Data were collected using questionnaires distributed to employees of coffee shop MSMEs in Yogyakarta that had integrated sustainability principles into their operations. The study location was selected due to the rapid growth of the coffee shop industry in Yogyakarta and the increasing attention of business owners to environmental issues, including waste management, energy efficiency, and the use of environmentally friendly materials.

The study population comprised employees of coffee shop MSMEs in Yogyakarta that had implemented sustainability practices. Purposive sampling was employed based on the following criteria: respondents were owners, managers, supervisors, or employees of coffee shop MSMEs in Yogyakarta; had worked for at least six months; and were directly involved in operational activities or business management. The sample size was determined based on the rule of thumb proposed by Hair et al. (2019), which recommends 5–10 times the number of indicators. With 25 indicators, the minimum required sample was 125 respondents. A total of 125 respondents from 16 coffee shop MSMEs were successfully collected and analyzed. Data were collected through questionnaires distributed directly to respondents, and all variables were measured using a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree.

The research variables consisted of green training (X1), green reward (X2), green reputation (Z), and green job satisfaction (Y). Green training was measured using seven indicators adapted from Nilwan and Aras (2023), covering environmental management training, environmental education, and workplace support for maintaining a clean and green environment. Green reward was measured using six indicators adapted from Faeni et al. (2025), including rewards for environmentally friendly contributions, recognition of employee efforts, and environmental performance-based incentives. Green reputation was measured using six indicators adapted from Cai et al. (2024), covering perceptions of environmental management reputation, professionalism, and the stability of the organization's green reputation. Green job satisfaction was measured using six indicators adapted from Kurniasih et al. (2026), including the environmental meaning of work, opportunities for development, supervisor support, and contributions to environmental preservation.

Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4.1.1.8. Model evaluation comprised outer and inner model assessments (Chin, 1998). The outer model was evaluated for convergent validity, discriminant validity, and reliability. Convergent validity was established through factor loadings >0.70 and Average Variance Extracted (AVE) >0.50, while discriminant validity was assessed using the Heterotrait-Monotrait Ratio (HTMT

<0.90). Reliability was confirmed using Cronbach's Alpha, Composite Reliability (CR), and rho_A, with values ≥ 0.70 considered acceptable (Hair et al., 2019). The inner model was assessed using R^2 , Q^2 predict, and collinearity through VIF <5. Hypotheses were tested using bootstrapping and supported when t-statistics exceeded 1.96 and p-values were below 0.05. Mediation was assessed through the indirect effect of green reputation.

4. Results

This study was conducted among 16 coffee shop MSMEs in Yogyakarta that had implemented sustainability practices. Data were collected from 125 respondents, consisting of employees and owners, during June–July 2026 using a questionnaire containing 25 statement items. The data were analyzed using PLS-SEM with SmartPLS version 4.1.1.8.

Table 1. Respondent Characteristics (n = 125)

Variable	Category	Frequency	Percentage (%)
Age	< 20 years	11	8.8
	20–25 years	51	40.8
	26–30 years	35	28.0
	31–35 years	20	16.0
	> 36 years	8	6.4
Gender	Male	58	46.4
	Female	67	53.6
Length of Employment	< 1 year	35	28.0
	1–3 years	72	57.6
	> 4 years	18	14.4
Job Position	Barista	86	68.8
	Kitchen Staff	19	15.2
	Waitress	16	12.8
	Others	4	3.2

Table 1 presents the demographic characteristics of the respondents. The majority of respondents were aged 20–25 years (40.8%), female (53.6%), had 1–3 years of work experience (57.6%), and worked as baristas (68.8%). The respondents were drawn from 16 coffee shop MSMEs, with the largest proportions coming from Warung Kopi Merapi (20.0%) and Lereh–Leren lan Sareh (16.0%).

Table 2. Mean Scores of Research Variables

Variable	Mean	Criteria
Green Training	3.953	High
Green Reward	3.828	High
Green Reputation	3.897	High
Green Job Satisfaction	3.874	High

According to Table 2, the descriptive analysis indicates that all research variables fall within the high category. The mean scores for green training, green reward, green reputation, and green job satisfaction were 3.953, 3.828, 3.897, and 3.874, respectively, on a 1–5 scale. These findings indicate that employees of coffee shop MSMEs have positive perceptions of environmental training practices, reward systems, organizational green reputation, and environmentally oriented job satisfaction.

Table 3. Validity and Reliability Test Results (After Respecification)

Construct	AVE	Cronbach's α	rho_A	CR
Green Training	0.679	0.881	0.865	0.913
Green Reward	0.732	0.877	0.878	0.916
Green Reputation	0.746	0.932	0.933	0.946
Green Job Satisfaction	0.726	0.924	0.926	0.941

As presented in Table 3, the validity and reliability test results after model respecification indicate that all constructs meet the required measurement criteria. Following the respecification, indicators GT6, GT7, GR2, GR4, and GR5 were eliminated because they interfered with discriminant validity. After these indicators were removed, all remaining indicators achieved outer loadings of ≥ 0.70 , indicating adequate indicator validity. The AVE values ranged from 0.679 to 0.746, exceeding the recommended threshold of 0.50. These results indicate that each construct explains more than 50% of the variance in its indicators, confirming adequate convergent validity.

The reliability results also demonstrate that all constructs are reliable. Cronbach's Alpha values ranged from 0.877 to 0.932, while rho_A values ranged from 0.865 to 0.933. In addition, CR values ranged from 0.913 to 0.946, all exceeding the recommended threshold of 0.70. Among the constructs, Green Reputation recorded the highest reliability values, with a Cronbach's Alpha of 0.932, rho_A of 0.933, and CR of 0.946. Therefore, the measurement model demonstrates satisfactory levels of validity and reliability, indicating that the constructs and their indicators are appropriate for subsequent structural model analysis.

Table 4. Inner Model Evaluation Results

Construct Endogen	R ²	Q ² Predict
Green Job Satisfaction (GJS)	0.857	0.657
Green Reputation (GREP)	0.678	0.621

Table 4 presents the inner model evaluation indicates that the model has strong predictive power. The R² value for green job satisfaction was 0.857 (adjusted R² = 0.853), indicating that 85.7% of the variance in green job satisfaction is explained by green training, green reward, and green reputation. The R² value for green reputation was 0.678 (adjusted R² = 0.673). The Q² predict values for both endogenous constructs were also in the strong predictive category (GJS = 0.657; GREP = 0.621). The Standardized Root Mean Square Residual (SRMR) value of 0.051 (< 0.08) indicates a good model fit. All VIF values were below 5, indicating that there were no multicollinearity issues.

Table 5. Hypothesis Testing Results (Direct Effects)

Hypothesis	Path	β	t-statistic	p-value	Decision
H1	Green Training $\rightarrow$ Green Reputation	0.630	4.118	0.000	Accepted
H2	Green Reward $\rightarrow$ Green Reputation	0.200	1.132	0.258	Rejected
H3	Green Reputation $\rightarrow$ Green Job Satisfaction	0.705	5.618	0.000	Accepted
H4	Green Training $\rightarrow$ Green Job Satisfaction	0.537	3.906	0.000	Accepted
H5	Green Reward $\rightarrow$ Green Job Satisfaction	0.317	1.973	0.049	Accepted

Hypothesis testing was conducted using the bootstrapping procedure, and the results of the direct effect analysis are presented in Table 5. Green training had a positive and significant effect on green reputation ($\beta = 0.630$; $t = 4.118$; $p < 0.001$), indicating that stronger green training is associated with more positive perceptions of the organization's environmental commitment. Green training also had a positive and significant effect on green job satisfaction ($\beta = 0.537$; $t = 3.906$; $p < 0.001$), suggesting that training related to environmental practices can strengthen employees' satisfaction with their work. In contrast, green reward had a positive but insignificant effect on green reputation ($\beta = 0.200$; $t = 1.132$; $p = 0.258$), indicating that environmental rewards alone were not sufficient to significantly shape employees' perceptions of the organization's green reputation. However, green reward had a positive and significant effect on green job satisfaction ($\beta = 0.317$; $t = 1.973$; $p = 0.049$), showing that providing rewards for environmentally responsible contributions can directly enhance employees' satisfaction.

Furthermore, green reputation had a positive and significant effect on green job satisfaction ($\beta = 0.705$; $t = 5.618$; $p < 0.001$), representing the strongest direct relationship among the tested paths. This finding suggests that employees who perceive their organization as environmentally responsible are more likely to experience higher levels of satisfaction with their work. The result also indicates that positive perceptions of organizational environmental commitment may play an important role in shaping employees' attitudes toward their jobs.

Table 6. Mediation Effect Testing Results

Hypothesis	Path	β	t-statistic	P-value	Decision
H6	Green Training → Green Reputation → Green Job Satisfaction	0.444	3.103	0.001	Accepted
H7	Green Reward → Green Reputation → Green Job Satisfaction	0.141	1.296	0.098	Rejected

The results of the mediation effect analysis are presented in Table 6. Green reputation significantly mediates the effect of green training on green job satisfaction ($\beta = 0.444$; $t = 3.103$; $p = 0.001$), supporting H6. In contrast, green reputation does not mediate the effect of green reward on green job satisfaction ($\beta = 0.141$; $t = 1.296$; $p = 0.098$), leading to the rejection of H7. Furthermore, five of the seven hypotheses were supported. Green training was found to play an important role in shaping green reputation and enhancing green job satisfaction, both directly and through the mediation of green reputation. Green reward had a direct effect on green job satisfaction but did not influence it through the green reputation pathway. These findings highlight the importance of environmental training as an effective GHRM practice in the context of coffee shop MSMEs in Yogyakarta.

5. Discussion

The findings indicate that green training has a positive and significant effect on green reputation. Better implementation of environmental training strengthens employees' perceptions of the organization's green reputation. This finding is consistent with Merlin and Chen (2022), Al-Romeedy and Alharethi (2025), and Cinanthia and Jayanagara (2026), who reported that environmental training contributes to organizational reputation. From the perspective of Social Exchange Theory, green training represents organizational support that encourages positive employee responses and strengthens organizational reputation. In coffee shop

MSMEs in Yogyakarta, this role is particularly important because of resource constraints, making training a practical instrument for developing employees' environmental knowledge, awareness, and capabilities.

In contrast, green reward does not have a significant effect on green reputation. This finding differs from Naryanto and Faeni (2025) and Chowdhury et al. (2025). The difference may reflect the characteristics of coffee shop MSMEs, where green rewards tend to be simple, personal, and informally structured. Rewards are generally provided through direct appreciation or small-scale incentives, making their effects more individual than collective. Meanwhile, green reputation develops through the consistent implementation and communication of organizational environmental practices. Because rewards have not been integrated into broader sustainability strategies, employees may not perceive them as evidence of organizational environmental commitment. Thus, green reward has not yet become an effective mechanism for building green reputation.

Green reputation has a positive and significant effect on green job satisfaction. This finding is consistent with Alniacik et al. (2011), Yang et al. (2015), and Cinki and Karakose (2025). In this study, green reputation reflects employees' perceptions of the organization's commitment to and consistency in implementing environmentally responsible practices. Under Social Exchange Theory, a positive environmental reputation can be perceived as organizational support, encouraging employees to reciprocate through positive attitudes such as greater job satisfaction. Alignment between organizational and employee environmental values may further strengthen emotional attachment, pride, and the meaningfulness of work.

Green training also has a positive and significant effect on green job satisfaction, supporting Prayuda (2023) and Abdelhamied et al. (2023). Environmental training enhances employees' knowledge and skills while providing clearer guidance on performing tasks according to environmentally friendly practices. This clarity can reduce work-related uncertainty and strengthen perceptions of organizational support. In coffee shop MSMEs, practical training directly related to daily operations may be particularly effective because employees can more easily understand and apply green work standards.

Green reward has a positive and significant effect on green job satisfaction, although their effect is relatively smaller than that of green training. This finding supports Freire and Pieta (2022) and Eleuwyaan et al. (2026). Environmental rewards provide recognition for employees' contributions and can make them feel valued, thereby fostering more positive attitudes toward their work. From the perspective of Social Exchange Theory, rewards represent organizational reciprocity for employees' environmental contributions. However, because reward systems remain relatively simple and unstructured, their role in enhancing satisfaction is supportive rather than dominant.

The mediation analysis shows that green reputation significantly mediates the effect of green training on green job satisfaction. Green training therefore influences job satisfaction both directly and indirectly by strengthening employees' perceptions of green reputation, consistent with Wang et al. (2023) and Nisa et al. (2025). In contrast, green reputation does not mediate the effect of green reward on green job satisfaction. Green reward remains primarily an individual form of recognition and has not developed into a collective perception of organizational environmental commitment. These findings indicate that building green reputation requires sustained internalization of environmental values, particularly through training, rather than relying solely on short-term incentives. Thus, green training represents the more effective GHRM practice in this context because it simultaneously develops employee competencies, strengthens green reputation, and enhances green job satisfaction, while green reward requires greater structure and integration with broader sustainability strategies.

6. Conclusion

Based on the findings and discussion of the effects of green training and green reward on green job satisfaction, with green reputation as a mediating variable among coffee shop MSMEs in Yogyakarta, several conclusions can be drawn. Green training has a positive and significant effect on both green reputation and green job satisfaction, indicating that environmental training strengthens employees' understanding of sustainability while improving their perceptions of the organization and satisfaction with their work. Green reward does not significantly affect green reputation. However, it has a positive and significant direct effect on green job satisfaction, suggesting that rewards are more effective in providing immediate recognition and appreciation than in shaping broader perceptions of organizational environmental reputation. Green reputation has a positive and significant effect on green job satisfaction and significantly mediates the relationship between green training and green job satisfaction. However, it does not mediate the relationship between green reward and green job satisfaction.

These findings provide practical implications for coffee shop MSMEs to prioritize continuous environmental training as a means of developing employee capabilities, strengthening green reputation, and improving job satisfaction. Green rewards should also be maintained and aligned with employees' environmental contributions, while organizational green practices should be implemented consistently so that broader environmental values and actions support rewards. Nevertheless, this study is limited to employees of coffee shop MSMEs in Yogyakarta. It measures green reputation primarily from the internal employee perspective, which may limit the generalizability of the findings. Future research should therefore examine other industries, organizational sizes, and geographical contexts and incorporate external stakeholders such as customers, communities, and business partners when assessing green reputation. Future studies may also consider additional variables, such as green organizational culture, green leadership, or employee engagement, to provide a more comprehensive explanation of how green management practices contribute to employee outcomes and organizational sustainability.

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