Fostering Green Skills through Organizational Communication: A Case Study of UI GreenMetric Ranking Implementation in Vocational Education Program, Universitas Indonesia

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Abstract. The current issue of sustainable development also demands educational institutions, including the Vocational Education Program Universitas Indonesia, to transform by integrating green skills into their business processes, including organizational governance, learning processes, and the Tridharma activities of higher education. In this context, organizational communication plays a strategic role in building the understanding, involvement, and commitment of the academic community to the implementation of sustainability. This study aims to analyze how organizational communication patterns support the development of green skills, the most effective communication channels and strategies, and the barriers faced in the process of implementing green skills for the UI GreenMetric Rankings in the Vocational Education Program Universitas Indonesia. Using a qualitative approach, data were collected through in-depth interviews with lecturers, staff, and students involved in the program implementation. The results show that the development of green skills is influenced by organizational communication that takes place vertically and horizontally, through cross-unit coordination, communicative leadership, and the active involvement of the entire academic community. Various communication channels, such as coordination meetings, training, email, WhatsApp groups, and social media, are utilized in an integrated manner to disseminate information about green skills. A consistent, participatory, and sustainable communication strategy has the potential to increase understanding and encourage the internalization of green skills values into academic and operational activities. However, the study also identified several challenges, including differences in levels of awareness, implementation consistency, and engagement across organizational units. These findings confirm that organizational communication is a key factor in shaping sustainability understanding and developing green skills in the Vocational Education Program Universitas Indonesia, as an implementation of the UI Greenmetric Rankings.

Keywords: organizational communication, green skills, sustainability, higher education, UI GreenMetric.

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1. Introduction

1.1 Background

Global environmental crisis that are increasingly alarming have prompted various organizations, including higher education institutions, to transform their cultures and operational practices [1]. The concept of *green skills*, encompassing the knowledge, competencies, values, and attitudes required to support sustainable development, has become a central focus in international higher education agendas, including in Indonesia [2].

Higher education institutions hold a dual strategic role: as entities responsible for educating future generations and as organizations that must exemplify sustainable practices themselves [3]. However, the implementation of green skills within academic environments cannot be achieved without the support of effective organizational communication systems. Organizational communication functions as a primary mechanism for disseminating values, policies, and behavioral changes necessary for the transformation toward a sustainable or "green" campus.

Organizational communication is the process of exchanging information, ideas, and meaning among members of an organization to achieve common goals. In educational institutions, organizational communication is a crucial element supporting seamless daily operations, coordination, decision-making, and the achievement of the institution's vision and mission [4]. This includes the dissemination of messages aimed at fulfilling strategic plans such as GreenMetric. The process of instilling and disseminating these messages requires effective organizational communication.

Although studies on green skills and organizational communication have developed independently, research that integrates these two perspectives within the context of Indonesian higher education remains limited. This study seeks to address this gap by examining how patterns of organizational communication contribute to the formation, reinforcement, and dissemination of green skills among academic communities.

The participation of the Vocational Education Program, Universitas Indonesia (hereinafter written as UI Vocational) , in the UI GreenMetric ranking is essential as it demonstrates the institution's commitment to sustainability and the integration of environmental values into higher education. As a practice-oriented educational institution, vocational education plays a strategic role in preparing graduates who possess not only technical competencies but also green skills that are increasingly demanded in the global workforce. Through its involvement in UI GreenMetric, UI Vocational is encouraged to continuously improve its performance in areas such as environmental management, energy efficiency, waste reduction, sustainable transportation, and environmental education. By participating in the UI Greenmetric Rankings, it is hoped that UI Vocational will further its commitment to implementing a culture of sustainability throughout its academic community. Based on this background, the following research questions were proposed:

1. How do patterns of organizational communication shape and develop green skills among academic communities within the UI Vocational?

2. Which communication channels and strategies are perceived as most effective in disseminating green skills values?
3. What communication barriers are encountered in the process of internalizing green skills within the campus environment?

This study aims to provide an understanding of how organizational communication contributes to the development and internalization of green skills in the UI Vocational. In the context of increasing environmental challenges and the growing demand for sustainability-oriented competencies, this study seeks to uncover appropriate organizational communication patterns for disseminating green skills values to the UI Vocational academic community. This study not only examines communication patterns but also explores the most effective communication channels and strategies, as well as the obstacles faced in their implementation. Through the discussion and research results, it is hoped that it can provide an overview and practical insights regarding strengthening the role of organizational communication in the dissemination of green skills messages and values in the UI Vocational to support the implementation of the UI Greenmetric Rankings. Specifically, the objectives of this study are:

1. To analyze how patterns of organizational communication shape and develop green skills among academic communities.
2. To identify the communication channels and strategies that are most effective in disseminating green skills values within the campus environment.
3. To explore the communication barriers encountered in the process of internalizing green skills among members of the academic community.

1.2 Literature Review

Organizational Communication

Organizational communication refers to the process through which information, ideas, values, and meanings are created, exchanged, and interpreted among individuals and groups within an organization to achieve shared goals [5]. It encompasses formal and informal communication processes that facilitate coordination, decision-making, problem-solving, and organizational change.

In institutional settings, organizational communication plays a strategic role in ensuring the effective functioning of the organization. Through communication, institutions can coordinate activities, disseminate policies, facilitate collaboration, and manage relationships among stakeholders [6]. Communication also serves as a mechanism for transmitting organizational culture, values, and norms, thereby influencing the attitudes and behaviors of organizational members. Furthermore, effective communication contributes to organizational effectiveness by increasing employee engagement, reducing misunderstandings, and supporting innovation and change management.

Educational institutions require communication activities to coordinate academic and administrative activities, inform policy, support the learning process, and disseminate institutional values. In the context of educational institutions, organizational communication is also necessary to facilitate coordination and encourage participation

among academics in institutional programs, including strategic sustainability initiatives, community service activities, and quality assurance processes. To accommodate these needs, communication serves not only as an administrative function but also as a tool in shaping the culture and identity of educational institutions.

To maximize the function of organizational communication in an educational institution, the role of faculty leaders in disseminating information is necessary. Faculty leaders play a crucial role because they are related to direction, convey the vision and mission of the educational institution, and can influence the attitudes and behavior of the entire academic community. In an organization, leaders are the main communication agents, including educational institutions [7]. The role of leaders includes communicating organizational values clearly and consistently, and ensuring that information reaches the entire organization. Effective leaders communicate strategic priorities clearly and consistently, ensuring that information reaches all levels of the organization. Not only that, the involvement of leaders also demonstrates commitment, fosters trust among organizational members, and creates a shared understanding that has the potential to influence the successful implementation of organizational values and policies.

The rise of digital technology and new media is currently changing organizational communication practices [8]. Advances in information and communication technology have expanded communication channels between institutions, allowing for faster, more interactive, and flexible information exchange. Email, social media platforms, websites, learning management systems, and instant messaging applications have become important communication tools in educational institutions [9]. The development of digital technology allows communication to be responded to in real time, makes access to information easier, and opens up space for all stakeholders to get involved. Not only that, new media also changes communication patterns to be more interactive and participatory, from all directions. So that each member of the organization can actively contribute to each other to provide feedback on any information that is disseminated.

Not only opportunities, organizational communication in educational institutions also faces a number of challenges. Different backgrounds, ranging from perspectives, education, roles and responsibilities, to communication preferences often pose challenges that have the potential to disrupt the flow of organizational communication. This condition has the potential to make it difficult to achieve a uniform understanding and involvement [10]. Furthermore, technological and digital developments have made the flow of information faster, which can lead to information flooding, communication fragmentation, and misinterpretation of messages. Internally, resistance to change, diverse levels of digital literacy, and minimal participation intentions from organizational members also hamper the effectiveness of organizational communication [11]. This condition can impact the next challenge, namely the process of transforming values and policies into the implementation of behavioral and cultural changes. Therefore, it is important for educational institutions to continue to be adaptive in developing organizational communication strategies that can not only increase knowledge and understanding, but also the active participation of all organizational members in implementing them.

Knowledge Transfer

Knowledge transfer refers to the process of creating, sharing, disseminating, and applying knowledge among individuals, groups, and organizations to improve understanding, enhance capabilities, and achieve organizational goals [12]. It involves of both explicit knowledge, which can be easily documented and communicated, and tacit knowledge, which is embedded in individual experiences, skills, and expertise [13]. Within an organization, knowledge transfer is the foundation that enables the institution to continue to grow, innovate, and maintain its long-term sustainability. Effective knowledge transfer ensures that knowledge is not confined to individuals but becomes a valuable organizational asset that can be leveraged to improve the performance of all members.

Knowledge transfer plays a strategic role in supporting organizational effectiveness, and adaptability. Knowledge is an organization's most valuable resource because it has the ability to generate, share, and utilize directly for decision making, innovation, and competitive performance. Through effective knowledge transfer processes, organizations can preserve institutional memory, facilitate collaboration, reduce knowledge gaps, and encourage organizational learning [14]. Furthermore, knowledge transfer contributes to the growth of human capital by magnifying individual competencies and supporting the acquisition of new skills and capabilities.

Knowledge transfer plays a significant role in educational institutions, given that they are knowledge-based institutions. The responsibility of educational institutions regarding knowledge transfer extends beyond the Tri Dharma of Higher Education, but also includes improving teaching quality, research productivity, innovation, and enhancing stakeholder engagement. Furthermore, knowledge transfer facilitates the entire academic community in their respective contributions to organizational development that is not only collaborative but also sustainable [15].

Just as in organizational communication, in the knowledge transfer process in educational institutions, leaders also play a crucial role in maintaining the process. Faculty leaders act as knowledge advocates, creating an environment that encourages learning, collaboration, and information sharing [7]. Faculty leaders also influence organizational culture by fostering trust, openness, and participation, which are essential for effective knowledge sharing. To achieve successful knowledge transfer in educational institutions, the support of faculty leaders is crucial, as individual participation in knowledge sharing often depends on the extent to which faculty leaders recognize, encourage, and value the participation of the academic community.

The rise of information and communication technologies has significantly transformed knowledge transfer practices, including in higher education [16]. The development of digital technology has enabled opportunities for knowledge creation and dissemination that transcend traditional physical boundaries. These opportunities include the use of learning management systems, online databases, social media, digital repositories, webinars, and collaborative applications, which have become essential tools for facilitating knowledge transfer within institutions [17]. These technologies enable faster and more interactive knowledge exchange, increase accessibility to information,

and support continuous learning. Furthermore, digital media have facilitated the transition from one-way knowledge dissemination to more participatory and collaborative knowledge-sharing processes [18].

In today's organizational development, effective knowledge transfer has become a crucial source of competitive advantage for institutions. Organizations that are able to effectively manage and transfer knowledge will have a greater opportunity to innovate, adapt to environmental changes, and respond to emerging challenges [19]. In educational institutions, knowledge transfer contributes to increasing the competitiveness of institutions in terms of academic quality, research performance, improving stakeholder relations, and institutional reputation.

Knowledge transfer has also emerged as a strategic approach to improving the performance of educational institutions [20]. Through effective knowledge transfer, educational institutions can ensure educational quality, organizational efficiency, and institutional capacity, which can contribute to improved academic quality, administrative processes, and innovation. The ability of educational institutions to ensure effective knowledge transfer should ideally be a cornerstone of their strategic planning and institutional development initiatives.

Finally, knowledge transfer can be implemented through various activities, both formal and informal. Formal activities include seminars, workshops, training programs, conferences, mentoring sessions, collaborative research initiatives, and more. Informal activities, on the other hand, can include peer-to-peer discussions, networking activities, and experiential learning. These diverse activities have the potential to provide opportunities for individuals to acquire new knowledge, share experiences, and develop the competencies of the academic community.

Green Skills

Green skills refer to the knowledge, abilities, values, and attitudes that enable individuals to contribute to environmental sustainability and support the transition toward a greener and more sustainable economy [21]. These skills encompass a wide range of competencies, including environmental awareness, resource efficiency, waste management, sustainable consumption, energy conservation, problem-solving, systems thinking, and the ability to implement environmentally responsible practices in both professional and personal contexts.

Recently, green skills have become an increasingly important issue in educational institutions, particularly in higher education, which plays a crucial role in preparing graduates capable of responding to global environmental challenges. Educational institutions are expected to not only transmit knowledge about green skills but also integrate sustainability principles into future career opportunities and students' daily lives.

The importance of green skills is even more pronounced in vocational education institutions [22]. Green skills in vocational education can include competencies related to sustainable production, environmentally friendly technologies, energy efficiency, waste reduction, and the ability to apply sustainability principles in a professional setting. By equipping these competencies, vocational education is expected to produce graduates who are not only able to work professionally but also able to apply green skills in their work.

However, educational institutions still face challenges in implementing green skills. One of these challenges is the limited understanding of green skills among stakeholders. This condition results in diverse interpretations and inconsistent implementation. Given these challenges, sustainability is currently considered an additional activity rather than an integral component of academic and institutional development [1].

Again, the role and commitment of faculty leaders play a crucial role in the development of green skills, followed by effective organizational communication, and supported by the active participation of the entire academic community [23]. Not to forget, the development of green skills also requires continuous learning opportunities, practical experience, and participatory activities that enable individuals to understand, appreciate, and internalize the values of sustainability and translate them into real actions. Building consistent habits and encouraging long-term engagement in environmentally responsible practices are among the most difficult aspects of green skills development.

Therefore, educational institutions, particularly vocational education institutions, need to adopt a comprehensive and strategic approach to green skills development [3]. This approach should involve integrating sustainability into curricula, strengthening institutional policies, promoting participatory learning environments, and creating a campus culture that supports environmental responsibility. By doing so, educational institutions can play a transformative role in preparing graduates who possess not only professional and technical competencies but also the green skills necessary to contribute to sustainable development and address the environmental challenges [24].

UI GreenMetric Ranking

Based on their official website (https://uigreenmetric.com), the UI GreenMetric World University Rankings is a global university ranking system initiated by Universitas Indonesia in 2010 to assess and promote sustainability practices in higher education institutions worldwide. The ranking evaluates universities based on six pillars of methodology: setting and infrastructure, energy and climate change, waste management, water management, transportation, and education and research. By 2026, to complete those six pillars, UI Greenmetric management has added an additional pillar: Governance & Digitalization. Not only measuring institutional performance, UI GreenMetric also serves as a reference and guideline for universities to integrate and implement sustainability principles through their policies, operations, teaching, and community engagement activities. By participating in the ranking, higher education institutions can benchmark their sustainability achievements, strengthen environmental awareness among stakeholders, and foster a culture of sustainability that contributes to the achievement of global sustainable development goals.

1.3 Materials and Methods

This study employs a qualitative approach, with data collected through in-depth interviews, observations, and document analysis of policies and environmental programs. Informan were selected using purposive sampling based on specific criteria relevant to addressing the research questions. Each informant was given a number of questions according to their criteria. Table 1 shows the list of informants:

Table 1. List of Informants.

Participants	Criteria	Amount	Informant's code
Team of UI GreenMetric at UI Vocational	PIC of UI GreenMetric at UI Vocational	1 person	A3
Lecturer	Lecturers who involved and integrate sustainability into everyday life on campus	2 persons	A4 and A5
Staff	Staffs who involved and integrate sustainability into everyday life on campus	2 persons	A6 and A7
Student	Students who involved and integrate sustainability into everyday life on campus	2 persons	A8 and A9

2. Result and Discussion

Interviews were then conducted online with selected informants. From the interview results, the researcher extracted several statements that could answer the research questions, shown in Table 2.

Table 2. Results by keywords.

Keywords	Grouping answer	Interview results (informant's statement)
Organizational Communication	Communication flow, communication media, coordination, patterns, participation, information transparency, knowledge transfer	The commitment of the leadership, the cohesiveness of the PIC & greenmetric work team, as well as the active participation of lecturers, education staff and students, are the results of organizational communication efforts in implementing greenskills in UI Vocational School. (PIC of UI GreenMetric at UI Vocational, A3)
UI GreenMetric Implementation	Programs, policies, implementation, institutional support	Faculty leaders have a very important role in determining policies, providing institutional support, and encouraging the participation of all academics community in implementing sustainability. (Lecturer, A4)
Green skills	Environmental knowledge, behavior, practical skills, sustainability competencies	During our studies at the UI Vocational, we received extensive education and outreach on green skills, fostering a strong awareness of environmental issues. Using this knowledge, we strived

		to make a direct impact on complex environmental issues through a business idea that we competed in and won. (Student, A8)
Expected sustainability outcomes	Environmental awareness, behavioral change, culture of sustainability	Increasing awareness in protecting the environment and how to apply it in the workplace and in everyday life. (Staff, A7)

Patterns of organizational communication to shape and develop green skills in UI Vocational

Organizational communication patterns play a crucial role in shaping and developing green skills at the UI Vocational. As competencies encompassing knowledge, skills, attitudes, and behaviors that support sustainability principles, green skills cannot be developed solely through formal policies or one-way information delivery. Developing these competencies requires a continuous, participatory organizational communication process that involves all elements of the organization, from leaders and lecturers to administrative staff and students. Through effective communication patterns, sustainability values can be transformed into an organizational culture that is understood, accepted, and implemented in academic and daily operational activities. Therefore, a discussion of organizational communication patterns is crucial for understanding how the process of information delivery, coordination, collaboration, and interaction among organizational members at the UI Vocational contributes to shaping and developing green skills as part of the effort to realize a sustainable campus.

From the results of interviews conducted with informants, all informants agreed that good organizational communication is the starting point for the formation of green skills in UI Vocational. Things that need to be considered in the dissemination of messages related to green skills include the communication media for spreading messages, message consistency, information sustainability, and commitment from all UI Vocational academic community. Talking about communication media for spreading messages, it is important to note that the media must be media that is easily accessible to UI Vocational academic community, such as e-mail, social media, and WhatsApp groups. This was conveyed by one informant as follows, "... *the information conveyed should be easily accessible such as through circulars and social media. Then WhatsApp groups and official emails .... plus verbal announcements at meetings ...* (Lecturer, A5)

The next thing that needs to be considered in ensuring organizational communication runs well is the involvement and commitment of faculty leaders. The importance of faculty leadership commitment was conveyed by one of the following informants, *"...leaders play a significant role because they provide direction to each unit. If leaders support and frequently remind, information about GreenMetric will also be easier to reach all UI Vocational academics*." (Staff, A7). In addition, leadership commitment also fosters a sense of togetherness, involvement, and active participation from each UI Vocational academic community.

In the process of message dissemination, ideally it should not be one-way, but adopt a multidirectional pattern. Not only from the faculty leader to other UI Vocational academic community, but also open to vertically or bottom up communication as a channel for providing input to the faculty leader. In addition, horizontal communication patterns also need to apply between units, lecturers, and students, so that the messages conveyed have more opportunities to be disseminated to the entire UI Vocational academic community. The importance of this multidirectional communication was conveyed by one informant, "*in order to increase participation, consistent, two-way communication is needed, and involving the entire academic community. Information should be delivered through various media, accompanied by examples of good practices, and supported by activities that encourage active participation so that each individual feels they have a role*." (Lecturer, A4).

Lastly, effective organizational communication must be carried out continuously to maximize the process of message dissemination and green skills development. Sustainable here means it must be carried out periodically, packed attractively, and accompanied by various activities that can increase the participation of the UI Vocational academic community. This was conveyed by one informant as follows: *"The socialization can be more routine and made more interesting."* (Staff, A7).

Referring to the above discussion, organizational communication patterns play a crucial role in shaping and developing green skills through structured, collaborative, and sustainable communication. Support from faculty leaders, inter-unit coordination, and the active involvement of the entire UI Vocational academic community are key factors in disseminating messages about green skills, which are not only understood as concepts but also implemented in the culture and daily practices of the campus environment.

Most effective communication channels and strategies to disseminating green skills values

The success of green skills implementation in UI Vocational is determined not only by the substance of the program being implemented, but also by the effectiveness of the communication channels and strategies used to disseminate information to the entire academic community. Selecting the right communication channels, whether through digital media, formal meetings, training, or interpersonal communication, allows messages about the importance of sustainability to be conveyed more widely, consistently, and easily understood. On the other hand, a communication strategy that is designed in a participatory, sustainable manner, and tailored to the characteristics of the audience will encourage the formation of understanding, involvement, and a shared commitment to implementing green skills. Therefore, a discussion of communication channels and strategies is important to identify how UI Vocational utilizes various media and communication approaches to disseminate sustainability values and encourage the internalization of green skills as part of the organizational culture.

Based on the results of interviews with informants, effective communication channels and strategies lead to consistency and shared commitment. Furthermore, activities related to the implementation of green skills are also highly needed. Informants' statements indicate that UI Vocational has undertaken several environmental activities to

develop and implement green skills on campus. These activities are not only general activities within the faculty, but also those that are appropriate to the roles of each academic community. Examples of general activities within the faculty include outreach and training related to waste sorting, recycling, water station provision, waste management, and community service, teaching, and sustainability-based research. These activities can serve as effective communication channels and strategies for instilling green skills through the active involvement of all UI Vocational academic community, thereby creating impactful change. This statement was conveyed by the following informant, "*We strive to make environmental issues a 'lifestyle with impact', not a burden, not only through social media approaches but also through holding environmentally related activities." (PIC of UI GreenMetric at UI Vocational, A3).*

Meanwhile, for lecturers, the most effective communication channels and strategies for disseminating green skills are through learning, research, and community service. Regarding learning, one informant stated, "*Lecturers play a role as educators and role models in shaping a culture of sustainability. This role is realized through the integration of sustainability values in learning, encouraging students to implement environmentally friendly practices, and supporting various campus programs oriented towards sustainable development." (Lecturer, A4).* Not only learning, but community service carried out by lecturers is also based on green skills and sustainability. One informant stated, "*Currently, especially in community service programs, many are themed around sustainability and I am quite often involved." (Lecturer, A5).* Based on this explanation, it can be seen that lecturers also have a role in disseminating environmental values and green skills to support the UI Greenmetric Rankings. This is also in line with the following statement: *"Lecturers have a crucial role as role models and liaisons between leadership policies and students. This role can be expressed through simple things like incorporating sustainability issues into course material or through daily habits that reflect environmental concern. Most importantly, lecturers need to demonstrate that these issues are not merely formalities, but rather deeply lived values." (Lecturer, A5).*

In general, these communication channels and strategies are expected to create a shared commitment so that the implementation of green skills in the UI Greenmetric Rankings in UI Vocational is not just a matter of filling out documents and forms, but also internalized and implemented by the entire UI Vocational academic community. The following is the informant's statement, *"A shared commitment is needed from leaders, lecturers, education staff, and students. This commitment needs to be supported by consistent policies, effective communication, and the active participation of the entire academic community so that the principle of sustainability can become a culture that is applied in every activity on campus." (Lecturer, A4).*

Based on this result, the dissemination of information about green skills in UI Vocational is more effective through the use of various complementary communication channels, supported by a consistent, participatory, and sustainable communication strategy. This combination can increase the understanding, involvement, and commitment of the academic community in implementing sustainability values on campus.

Communication barriers encountered in the process of internalizing green skills

Although various organizational communication efforts have been undertaken to disseminate information about green skills, the implementation process within the UI Vocational is not without its challenges. Differences in understanding, background, and level of involvement of the academic community can influence the effectiveness of conveying sustainability messages. Furthermore, consistency in information delivery, selection of appropriate communication channels, and the ability to foster active participation are also factors that determine the success of green skills internalization. These challenges need to be understood comprehensively because they can influence the process of forming a culture of sustainability within the UI Vocational. Therefore, a discussion of communication challenges is crucial for identifying the various obstacles faced by the UI Vocational in disseminating information about green skills, as well as providing a basis for formulating a more effective and sustainable communication strategy.

The results of interviews with informants revealed a number of challenges faced during the process of disseminating green skills messages for the UI Greenmetric Rankings, such as the persistence of apathy, information being drowned out/messages being ignored due to the large amount of other incoming information, differences in mindset, limited understanding and involvement, and building self-awareness and consistent habits. These challenges more or less provide dynamics in the process of internalizing green skills in UI Vocational Schools. One informant stated, "*... there are still many lecturers who are apathetic and think GreenMetric is just a matter of filling out forms." (Lecturer, A5)*. Meanwhile, another informant said, "*The challenge is building consistent habits. Sometimes we are still not used to changes in other small things." (Staff, A7)*.

Regarding communication, considering that the UI Vocational academic community has main duties such as teaching (lecturers), daily administrative routine work (staff), and also studying (students), sometimes messages about green skills related to UI Greenmetric are often ignored. Therefore, in order for the message to stick, creativity is needed in packaging the message to be visually appealing. This was conveyed by one informant as follows, *"In the digital era, students are bombarded with a lot of information about lectures and assignments, staff and lecturers are faced with busy daily routine tasks, so environmental messages are often ignored if they are not packaged creatively, concisely, and visually. The information is prone to being drowned out." (PIC of UI GreenMetric at UI Vocational, A3)*.

Referring to the discussion above, communication challenges in disseminating green skills information at UI Vocational School include differences in levels of understanding, consistency in message delivery, and efforts to foster active participation from the entire academic community. However, these challenges can be overcome through strengthened coordination, ongoing communication, active participation from the entire academic community, and support from faculty leaders, thereby enabling a more effective internalization of green skills.

3. Conclusion

Based on the discussion above, these are the conclusions that can be conveyed by the researcher:

1. Organizational communication plays a pivotal role in shaping and developing green skills among academic communities within the UI Vocational. Communication patterns characterized by consistency, clarity, and active engagement are instrumental in fostering environmental awareness, pro-environmental behavior, and participation in sustainability initiatives. The role of faculty leaders is crucial in disseminating the values and messages of UI GreenMetric and promoting green skills development through organizational communication.
2. The most effective channel and strategies are adopting a multidirectional communication pattern, two-way communication, and considering to use of multiple channels. Combination of formal and informal communication channels, such as institutional policies, digital platforms, and community-based interactions, are perceived as the most effective strategies for disseminating green skills values.
3. The study also uncovers several communication barriers that hinder the effective internalization of green skills. These include differences in levels of understanding, consistency in message delivery, drowned green skills information, and efforts to foster active participation from the entire academic community.

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