

Implementing Sustainability Development (SDGs) Within Fisipol Unesa to Realize an Environmentally Friendly and Inclusive Campus

Desita Putri Pratama¹ (Universitas Negeri Surabaya, Indonesia)

Nur Farikhatus Nisa² (Universitas Negeri Surabaya, Indonesia)

Kharisma Reza Oktavia³ (Universitas Negeri Surabaya, Indonesia)

Maudelyne Nasywa Maulida⁴ (Universitas Negeri Surabaya, Indonesia)

Hervina Mahasrian Putri Asmarani⁵ (Universitas Negeri Surabaya, Indonesia)

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Abstract

SDGs (Sustainable Development Goals) are a series of 17 global goals which have been planned by the United Nations in 2015, SDGs prioritize three main aspects, namely economic, social and environmental, the purpose of the existence of SDGs is to create a better and sustainable world, The campus is an important place for the implementation of SDGs because the campus area is a place of learning and a center of innovation for social change that can encourage sustainability, several well-known campuses have had SDGs programs, one of which is the Surabaya State University (UNESA) campus, especially the Faculty of Social and Political Sciences (FISIPOL), FISIPOL is one of the faculties at Surabaya State which has become an SDGs campus. The campus provides facilities and activities that move students within the scope of FISIPOL to actively participate in making the campus environmentally friendly, this article contains the results of a survey on how the role of students and awareness of FISIPOL students about the importance of the role of students in realizing an environmentally friendly campus. The campus also has an important role as a driving force for students to have facilities and support to implement SDGs in the campus area, how the campus can properly facilitate students and strive for their role as a driver of the SDGs program.

Keywords: SDGs, Students, Campus, Eco-friendly Campus, FISIPOL

1. INTRODUCTION

The Sustainable Development Goals (SDGs) are a set of 17 global goals launched by the United Nations (UN) in 2015. These goals are designed as a guide to create a better and more sustainable world by integrating three main aspects, namely economic, social, and environmental (United Nations, 2015). SDGs is a continuation program of MDGs (Millennium Development Goals) which involves a lot of developed and developing countries (Safitri et al., 2022). In the context of higher education, the implementation of SDGs is important because the campus is not only a place of learning, but also a center of innovation and social change that can encourage sustainability. One of the efforts to support this goal is through the implementation of the SDGs concept within the Faculty of Social and Political Sciences (FISIPOL) of Surabaya State University (UNESA) in order to realize an environmentally friendly and inclusive campus.

The implementation of the SDGs within FISIPOL UNESA has close relevance to the 4th goal of quality education, the 11th goal of sustainable cities and communities, and the 13th goal of addressing climate change. For example, quality education can be realized by integrating sustainability values into the curriculum, both through environmentally-based courses and

Corresponding Author: E-mail: desita.23187@mhs.unesa.ac.id

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supporting extracurricular activities (UNESCO, 2017). Meanwhile, an environmentally friendly campus can be realized by reducing the use of single-use plastics, optimizing waste management, and providing supporting facilities such as green parks and renewable energy in the faculty environment (Ministry of Environment and Forestry, 2020). In terms of inclusivity, FISIPOL UNESA can also ensure that every student, regardless of social background, gender, or disability, has equal access to facilities and activities on campus.

As an educational institution that has a strategic role in shaping the thinking of the younger generation, UNESA can be a pioneer in creating real change through the implementation of SDGs. For example, the provision of an "Eco-Friendly Campus" program that involves students, lecturers, and education staff in mutual cooperation activities to clean the environment, waste management training, and the use of environmentally friendly products (Universitas Negeri Surabaya, 2023). "Universities will contribute to the achievement of all SDG targets if they play an active role" (Leal Filho et al., 2019; Humaida et al., 2020; Macin et al., 2020). In addition, UNESA can also encourage research and community service activities that focus on sustainability solutions, such as developing renewable energy systems in campus areas or providing facilities to support students with special needs.

There are several pillars for competitiveness in the life of the nation, including the pillars of education and knowledge and innovation in a country that can affect the level of the nation's competitiveness rate (Lili, 2019). The implementation of Sustainable Development Goals (SDGs) in the campus environment is very important because the campus is a place where the next generation is formed. By integrating SDGs into the curriculum and campus activities, students can learn about the importance of sustainable development and how they can contribute to global goals. In addition, an eco-friendly campus can improve the quality of life for students and staff by creating green spaces and reducing carbon footprints. Implementation of the SDGs can also improve the reputation of educational institutions, making them more attractive to prospective students and industry partners who care about the environment. Implementing sustainable development (SDGs) in the FISIPOL Unesa Ketintang environment is very necessary because it can be known that the Ketintang area often occurs flooding disasters during the rainy season which can even overflow into the streets. In flood-prone areas, the implementation of Sustainable Development Goals (SDGs) is very important because it can help address significant environmental problems.

The SDGs, especially the clean water and sanitation goals corresponding to Goal 6 and addressing climate change corresponding to Goal 13, provide the basis for improving water management and disaster early warning systems. The SDGs can help reduce the risk and impact of frequent flooding in the FISIPOL area by focusing on better infrastructure and more efficient management of water resources. Implementing the SDGs in flood-prone areas increases public awareness of the importance of protecting the environment and building resilience to climate change. In an effort to realize an environmentally friendly and inclusive campus, the support of all elements of FISIPOL UNESA is very important. Synergy between students, lecturers, and the university can ensure that the steps taken are not only symbolic, but also have a real impact in achieving the SDGs. With a strong commitment, FISIPOL UNESA can become a real example of how higher education can contribute to sustainable development that not only benefits the campus community, but also the wider community.

2. METHOD

This research uses descriptive quantitative methods to systematically describe the implementation of sustainable development goals (SDGs) at Surabaya State University, especially within the Faculty of Social and Political Sciences (FISIPOL). The following method was chosen because it is able to provide a clear and comprehensive picture of the various efforts made by the campus in creating a friendly and inclusive environment. This research focuses on sustainable resource management, increasing environmental awareness among students, and measuring how much active participation of students in various programs that support the achievement of SDGs. Through this approach, researchers hope to identify challenges and opportunities in the implementation of SDGs at FISIPOL.

To collect relevant data, this research also applies the survey method. This method involves several steps, starting with the use of a questionnaire as the main instrument to collect the data. The questionnaire was designed systematically and comprehensively, covering several sections, such as students' knowledge of the SDGs, their level of participation in sustainability programs, and evaluation of the impact of sustainability initiatives that have been implemented by the campus. In addition, in this study, the instruments used consisted of questionnaires organized in multiple-choice and Likert-scale formats, which facilitated in-depth quantitative analysis. The research procedure began with the development of a questionnaire that was pilot tested to ensure clarity and reliability. The questionnaire was then distributed to FISIPOL students online to reach a wider range of respondents. Once the data from the questionnaire was collected and securely stored, data analysis was conducted. Quantitative data from the questionnaires created were then analyzed using descriptive statistics. The results of this survey are expected to provide a clear picture of the level of awareness and participation of the campus community, especially students, in efforts to achieve SDGs at FISIPOL Unesa. The data obtained will be analyzed to identify patterns and trends, as well as to assess the effectiveness of sustainability programs that have been implemented.

3. RESULTS AND DISCUSSION

Indicator 1

Do you understand the importance of sustainable development goals (SDGs) in protecting the environment?
60 responses

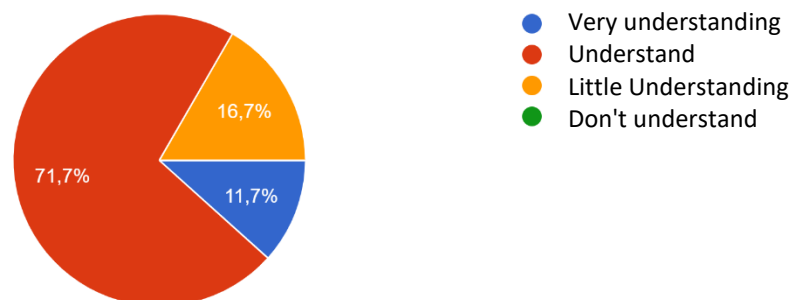


Figure 1. Understanding the importance of SDGs for the environment

This indicator discusses the importance of understanding sustainable development (SDGs) in preserving the environment. Based on the diagram, it shows that the survey conducted to

provide an understanding of the importance of Sustainable Development (SDGs) in the FISIPOL area to preserve the environment, 71.7% already understand the importance of SDGs, 16.7% understand a little, and 11.7% really understand. Most students who answered 71.7% already understood the importance of SDGs. This is a good result because it shows that the majority of people in the FISIPOL area have a fairly good knowledge of the importance of sustainable development to preserve the environment. These numbers also show how effective the education programs or activities that have been carried out before. This understanding must continue to be improved so that it is truly integrated into daily life. There were 71.7% or around 43 respondents who answered that they understood the importance of SDGs to preserve the environment, this means that students have begun to understand the importance of SDGs for the continued sustainability of the environment around campus.

Sustainable development refers to the continuous qualitative improvement in the overall standard of living of people in a country/nation (khairina et.al., 2020). In second place, 16.7% or around 10 respondents answered that they only slightly understood the importance of SDGs. They pointed out that there is potential to improve their understanding through training, socialization, and discussion. Providing more in-depth knowledge in an engaging and relevant way was the main focus of this group. Universities can facilitate the need for sustainability thinking through teaching, curriculum and research (Effendi, 2024). This can be achieved through interactive campaigns, seminars or workshops. And the third place is 11.7% or around 8 people answered that they really understand the importance of SDGs for environmental preservation. In this case, it shows that there are still minimal people who really understand the importance of implementing the SDGs.

One of the main reasons they really understand is because there are very effective educational programs or campaigns in certain areas that teach them about SDGs. They also have academic or work experience directly related to environmental and sustainable development issues. In addition, involvement in communities that care about the environment and better access to information can improve their understanding. Nonetheless, these results show that there is still work to be done to make people better understand the importance of the SDGs. The survey results show that the general level of understanding is quite good; however, there is room to improve understanding in two specific groups: those who understand little and those who already understand but not deeply.

Indicator 2

Do you think the SDGs at FISIPOL Unesa have increased students' awareness of environmental issues?

60 Responses

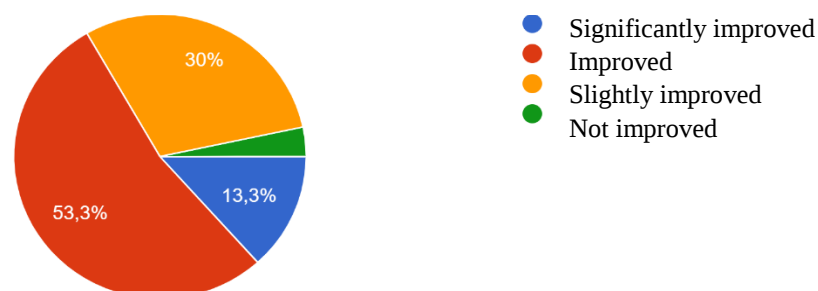


Figure 2. Increasing student awareness of environmental issues at the Faculty of Social and Political Sciences, Unesa

This indicator discusses increasing student awareness of environmental issues through the SDGs program at FISIPOL. Based on the diagram, it shows that according to FISIPOL students, the SDGs program can increase awareness of environmental issues, 53.3% answered that it increased, 30% slightly increased, 13.3% greatly increased, and 3.4% answered that it did not increase. In the first place, 53.3% or around 33 respondents stated that the SDGs program can "increase" awareness of environmental issues, indicating that more than 50% of students feel the direct benefits of this program in increasing their understanding and attention to environmental issues.

These numbers show how successful the program has been in achieving one of its main objectives. Environmental literacy is one of the important things to know to understand the environment. Environmental literacy is one of the things that is very important for everyone to have, because it is an idea that not only seeks to improve environmental knowledge, but also on aspects of cognitive skills, environmental attitudes, and pro-environmental behavior (Hariyadi, 2021). In the second place, there were 30% or around 8 respondents who answered that this program only awareness. However, there is room for improvement to broaden the scope and deepen the impact, especially for groups who consider the impact to be moderate or nonexistent. In the third place, 13.3% or around 8 respondents answered that through the SDGs program it greatly increased students' awareness of current environmental issues, there were few respondents who answered about SDGs at FISIPOL because in the campus environment there were still few who knew about the implementation of the introduction of this SDGs program, at FISIPOL they often held seminars that provided knowledge about environmental issues by linking it to this SDGs program, but unfortunately there were students who did not know about this program. In fourth place, 3.4% or around 2 people answered that the SDGs program did not increase awareness of environmental issues. They said that the SDG program at Fisipol did not increase because they might not have access or participation in existing SDGs programs, so they did not feel the impact directly. In addition, the information delivery methods used by the program may not be effective or suitable for their preferences. As a result, the material delivered is difficult to understand and internalize.

Indicator 3

How do you assess FISIPOL Unesa in supporting the SDGs program?

60 Responses

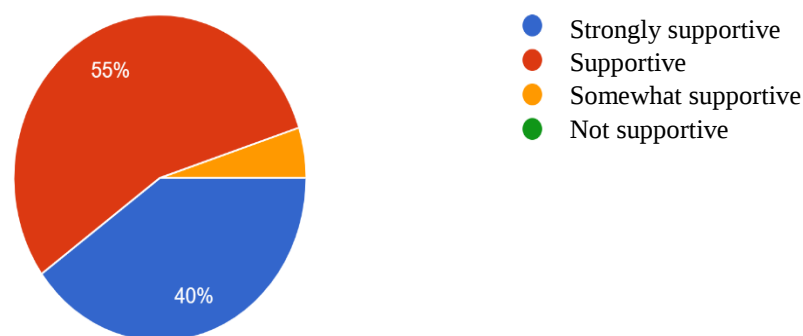


Figure 3. Fisipol Unesa supporting the SDGs Program

This indicator discusses respondents' support for the development of the SDGs program at FISIPOL UNESA. Based on the diagram, it shows that the support for the SDGs program in the FISIPOL UNESA environment has 55% support for the SDGs program, 40% strongly support the SDGs program and 5% do not support the SDGs program. In the first order there are about 55% or around 34 respondents who support it. This support can show that the SDGs program is very important for social life, education, and sustainable development (Susetio, 2024). Because this SDGs program is a program that makes a major contribution to social life by reducing inequality and improving people's welfare. In addition, in terms of education, this program promotes inclusiveness and quality of education, ensuring everyone has equal access to education and in terms of sustainable development, this program serves as a guide to maintain a balance between decentralized economic, social and environmental needs. This is a great endorsement that shows that the implementation of the SDGs has real positive effects on various areas of life. In second place, 40% or around 24 respondents answered that they strongly support the SDGs program.

This shows that almost half of the people who answered have a strong commitment to the goals of the SDGs. This is a strong support that shows that the SDGs are a joint effort to address poverty, inequality and climate change around the world (United Nations, 2022). This commitment can also show that respondents believe that their active participation can have a positive impact on the general public and the next generation. By participating in the Sustainable Development Goals (SDGs) program, they not only help achieve global goals, but also strengthen their position as responsible students. Those who do not support the implementation of the SDGs argue that the program is too broad and abstract, making it difficult to implement effectively and the implementation of this program is not transparent and tends to be bureaucratic. To ensure the successful implementation of the SDGs at various levels, from local to international, this high level of awareness and support is required. This may be due to a deep understanding of the positive impact of the SDGs in creating a more sustainable world. At FISIPOL Unesa, the level of support for the SDGs program is very high, with 95% of respondents giving positive responses. This is a good basis to continue and expand the implementation of SDGs programs in the campus environment, so that they can truly contribute to the achievement of sustainable development goals.

Indicator 4

How do you assess whether FISIPOL Unesa has a special program or provides facilities to support the implementation of the SDGs program (such as seminars, training or research related to sustainable development)

60 Responses

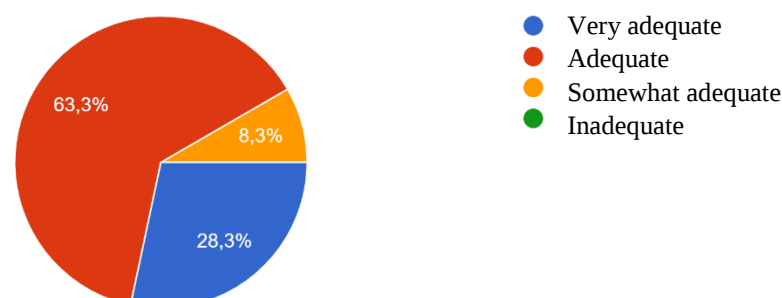


Figure 4. Fisipol's special program in providing facilities to support the implementation of SDGs

This indicator discusses the availability of FISIPOL in providing facilities or special programs to support the implementation of SDGs. Based on the pie chart, 63.3% of students stated that facilities or programs that support SDGs are considered adequate. Then in second place, as many as 28.3% of students feel that the facilities or programs at FISIPOL are very adequate. Then the third order, as many as 8.3% of students feel that the SDGs facilities or programs at FISIPOL are inadequate. Based on the answers from 60 respondents 63.3% or around 38 students chose that programs such as seminars, training, and research related to sustainability are considered capable of supporting students' understanding of the importance of sustainable development.

This shows that FISIPOL has made significant efforts in providing a platform to increase students' awareness and knowledge of sustainability issues. On the other hand, of the 60 respondents, 28.3% or around 17 students considered the facilities or programs to be very adequate. This percentage indicates a higher appreciation of the steps taken by FISIPOL in supporting the SDGs, although not as large as the previous category. This shows that there are groups of students who feel the direct benefits of these programs and see them as an important part of their education. However, as many as 8.3% or 5 students consider these programs or facilities to be inadequate, which signals that there are still needs that have not been fully met. With this opinion, FISIPOL needs to re-evaluate the scope of programs and activities that are relevant to student needs. Continuous evaluation and supervision of the implementation and impact of the program is very important. This evaluation must involve all stakeholders, including students, to ensure that existing programs truly meet their needs and expectations. Programs such as seminars, academic discussions, and training related to sustainability are important indicators that the campus acts as a center for sustainable learning. In this case, education and environmental awareness play an important role in shaping a generation that is responsible for the sustainability of natural resources. Some students who feel that existing facilities are inadequate may need more specific programs, such as more intensive research field activities. By paying attention to this feedback, FISIPOL can more effectively support the implementation of the SDGs and meet student expectations for a more sustainable education. In addition, the implementation of the SDGs requires collaborative efforts from various parties, including educational institutions, governments, companies, and individuals. These include poverty alleviation, access to quality education, promotion of gender equality, climate change mitigation, promotion of clean energy, and sustainable economic growth (Usman et al., 2024).

Indicator 5

In your opinion, what is the active role of lecturers and educational staff at FISIPOL Unesa in supporting the implementation of the SDGs program?

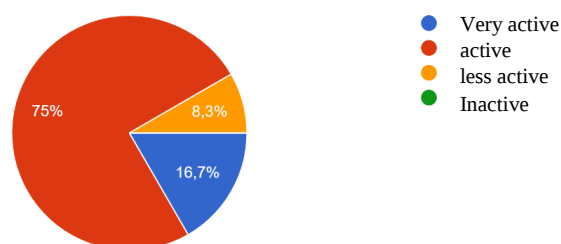


Figure 5. The active role of lecturers and educational staff at FISIPOL Unesa in supporting the implementation of the SDGs program

This indicator discusses the role of lecturers and education personnel in supporting the implementation of SDGs at FISIPOL UNESA. Based on the pie chart, 75% of students consider lecturers and education personnel to play an active role in supporting the implementation of SDGs. Then in second place, as many as 16.7% of students stated that the role of lecturers and education personnel was very active in supporting the implementation of SDGs. Furthermore, the third order, as many as 8.3% of students feel that lecturers or education personnel are less active in supporting the implementation of SDGs. Based on the answers from 60 respondents, 75% or around 45 students gave a positive assessment of the role of lecturers and education personnel in integrating SDGs principles into various academic activities, such as teaching, research, and relevant discussions.

The role of lecturers and education personnel in teaching is in line with the principles of education that respect diversity and provide the widest possible opportunity for all students to obtain quality education according to their needs and campus (Khayati et al., 2020). This percentage reflects the real efforts of lecturers and education personnel to introduce and implement the SDGs in the learning process. It also shows that most students realize the contribution of lecturers in aligning learning with sustainable development goals. In addition, as many as 16.7% or around 10 students gave high appreciation to the contribution of lecturers in introducing SDGs through learning approaches. Relevant approaches include adaptive and flexible teaching strategies in adapting learning to student needs. However, there are 8.3% or around 5 students who feel that lecturers and education personnel have not been fully active in supporting the implementation of SDGs. This indicates that although most of the lecturers' efforts in implementing the SDGs have been seen, there are still quite a number of students who have not felt the impact of these efforts in academic activities. This challenge can be addressed by ensuring the involvement of all parties, including the development of more comprehensive learning strategies. Overall, this data shows that although the majority of FISIPOL students give a positive assessment of the role of lecturers and teaching staff and support the SDGs, there is still room to improve the delivery and integration of the SDGs into the learning process to reach all students.

Indicator 6

Do you feel the big positive impact of the SDGs program on the campus environment at FISIPOL?

60 Responses

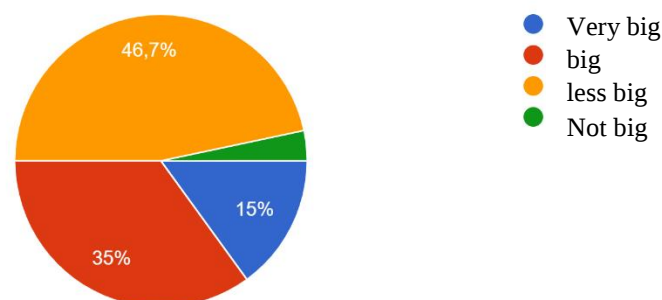


Figure 6. the major positive impact of the SDGs program on the FISIPOL campus environment

This indicator discusses student perceptions of the positive impact of the implementation of the SDGs program on the campus environment. Based on the pie chart, 46.7% of students feel that the positive impact of the SDGs program on the campus environment is quite large. Then the second order, as many as 35% of students consider the impact to be great. While the third order, as many as 15% of students consider the impact to be very large. However, there are 3.3% of students who stated that they did not feel any impact from the implementation of the SDGs program in the campus environment.

Based on the answers from 60 respondents, 46.7% or around 28 students felt the real benefits of the program from programs that support the SDGs goals. Education for Sustainable Development aims to teach students the competencies needed to encourage social, economic, and political change and promote sustainable development (Effendi & Mardiana, 2024). This finding shows that almost half of FISIPOL students have had a positive impact from the implementation of the SDGs program on campus. These benefits can be obtained through various activities or programs on campus, such as seminars, training, and research related to sustainability issues. The university contributes to improving the quality of life of the community through the balance of economic, social, and environmental factors as part of efforts to create sustainability. These programs not only provide additional insights, but also motivate students to care more about sustainability issues that are relevant to their daily lives. Furthermore, 35% or around 21 students stated that they felt a clear impact or benefit from the SDGs program implemented in the campus environment. This shows that although this level of recognition is slightly lower than the previous percentage, some students still appreciate the campus efforts in integrating sustainability principles through relevant programs. From the next percentage, 15% or around 9 students stated that the SDGs program had a significant and positive influence on their educational experience.

This shows that although the number is relatively small, this group of students feels inspired to be more actively involved in sustainability issues related to their academic life. However, as many as 3.3% or around 2 students did not feel any impact from the implementation of the program. This is an important indicator that although most students have benefited from the programs, there are still challenges in ensuring that the positive impact can be felt equally by all students. Thus, there is a need for in-depth evaluation and development of more inclusive program strategies to reach all students. This will increase the sustainability of the benefits generated by SDGs programs and ensure that every student, without exception, can feel the positive impact of sustainability initiatives implemented on campus. This effort is important to build collective awareness in achieving sustainability goals at FISIPOL. The university's involvement in SDGs implementation contributes significantly to introducing sustainability practices through education, research, and community service.

The implementation of the SDGs program can have a significant impact at various levels, especially in the context of education and organizations (Avelar et al., 2019). This program raises awareness about global sustainability challenges and encourages curriculum changes to include issues such as climate change, inequality, and responsible consumption (Suklun & Bengü, 2024). Additionally, it fosters collaboration between institutions, government agencies, and other external partners, while empowering students and staff with the knowledge and skills to contribute to the achievement of global goals (Bowser et al., 2024). Community engagement becomes more tangible, with a focus on empowering local

communities to address issues such as poverty and gender equality. Overall, the SDGs program strengthens the institution's reputation, enhances long-term capacity to address global challenges, and steers organizations toward a more responsible and sustainable future.

Indicator 7

What impact have you felt from implementing the SDGs program?

60 Responses

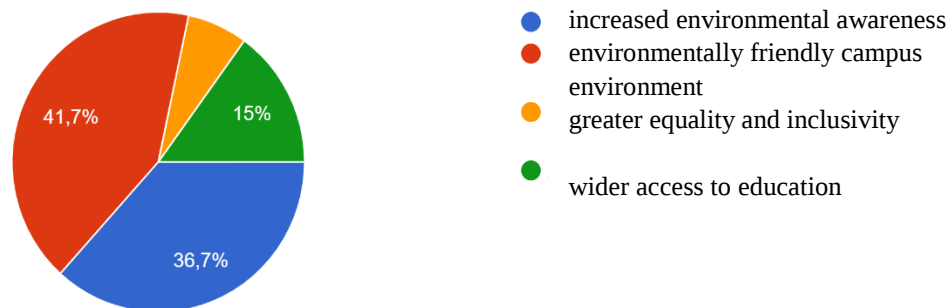


Figure 7. The impact felt from the implementation of the SDGs program

This indicator discusses the biggest impact of the SDGs program felt by students. Based on the pie chart, it can be seen that the biggest impact of the SDGs program is a more environmentally friendly campus environment with a percentage of 41.7%. Then in second place, the perceived impact of the SDGs program is increased environmental awareness with a percentage of 36.7%. The third respondent felt that the SDGs program had increased access to wider quality education and the percentage was 15% and the rest felt that there was better equality and inclusiveness with a percentage of 6.6%. Based on the answers of 60 respondents, around 41.7% or 25 respondents chose that the existence of this SDGs program made the campus environment more environmentally friendly.

Here students feel a positive impact from the existence of this SDGs program, although not as a whole feeling the same impact, but with the SDGs program it can improve the campus environment and show that in the SDGs program to create an environmentally friendly campus, waste management is carried out properly according to using the 3R system (Reduce, Reuse, Recycle). Then from the answers of 60 respondents, 36.7% or around 22 respondents experienced an increase in environmental awareness. These results show that with this SDGs program, students who initially lacked awareness of the surrounding environment became more concerned and tried to keep the environment clean. Environmental awareness is an effort to involve every student in growing and fostering awareness to preserve the environment based on the values of the environment itself with the philosophy of living with the natural environment.

The increasing amount of waste, especially from daily activities, such as in schools, can contribute to environmental damage if not managed properly (Anggraeni, 2024). For this reason, it is necessary for a student who has a high level of environmental awareness to always care more about the environment both in terms of thoughts, attitudes, behavior, which refers

to the cleanliness of the environment and himself. Furthermore, out of 60 respondents, there were 15% or 9 respondents who received a better impact of equality and inclusiveness. In this case, students feel that the impact of this SDGs program has made the FISIPOL UNESA environment more inclusive because as we know campus residents, both lecturers, students, employees, and janitors who help maintain cleanliness have the same obligation in maintaining campus cleanliness, even though there are already janitors to maintain cleanliness but creating an affordable campus environment also requires cooperation between various campus elements, the formation of these elements can create harmonious campus relations and a clean campus environment. Finally, out of 60 respondents, 6.6% or around 4 respondents chose the impact of the SDGs program on some students to increase access to wider quality education. From these results, it shows that a clean and tidy campus is the dream of every campus resident because with a comfortable and healthy campus atmosphere, students and lecturers can carry out activities in a comfortable atmosphere, lecturers can also teach comfortably. According to Subrata (2013: 14 and 16) In general, an environment or environment is all the circumstances or conditions in nature that include living things and objects and form a harmonious life. The natural conditions will directly affect the development and behavior of living things in it. From this statement, if it is related to the context of education, it can be concluded that a clean natural environment can affect the comfort of students in gaining knowledge because the maximum thinking process requires a supportive environmental atmosphere.

Indicator 8

In your opinion, how good is FISIPOL in implementing waste management?

60 Responses

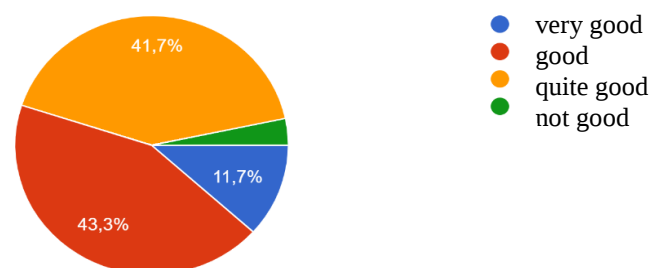


Figure 8. Opinion on waste management at Fisipol

This indicator discusses the extent to which FISIPOL UNESA implements good waste management practices. Based on the results of the pie chart, it can be seen that students feel that FISIPOL UNESA is implementing good waste management practices with a percentage of 43.3%. Then 41.7% of respondents chose that the implementation of waste management practices at FISIPOL UNESA was quite good. Furthermore, respondents chose that the implementation of waste management practices at FISIPOL UNESA was very good with a percentage of 11.7% and the least percentage was 3.3% where students chose that FISIPOL UNESA in waste management was not good. From the percentage results above, out of 60 respondents, 43.3% or around 25 respondents chose that in waste management practices, FISIPOL UNESA has good management where waste management is carried out by

separating types of waste. This can be seen from the availability of different colored bins as a differentiator between organic and inorganic waste. Waste is divided into two, namely organic waste and inorganic waste.



Figure 9. Availability of organic and inorganic waste bins at Fisipol

Organic waste is waste that comes from nature which is composed of organic materials. Organic waste has properties that are not durable, decompose quickly, and produce unpleasant odors. This type of waste generally comes from living things, both animals and plants. Examples of organic waste in everyday life are vegetables, fruits, human food waste, fallen leaves and some other waste from nature. While inorganic waste is waste that comes from non-biological materials, inorganic waste is mostly produced from production or industrial processes. Inorganic waste takes a very long time to decompose, in contrast to organic waste which decomposes faster back into nature. Examples of inorganic waste in everyday life include plastic, styrofoam, cans, paper, iron, and glass (Suseno et al., 2016).

Good waste management is certainly very necessary in order to preserve the environment. Waste that is not managed properly will later conclude environmental problems that continue to be sustainable. This waste separation effort is useful for increasing the awareness of students and residents of FISIPOL UNESA to dispose of waste in its place. Then of the 60 respondents, 41.7% or around 25 respondents chose in the practice of waste management, FISIPOL UNESA has quite good management. This waste management is quite good because in maintaining campus cleanliness the janitors do not do their job alone but are also assisted by students, lecturers, and other working employees. Although sometimes there are still shortcomings in waste management such as the lack of capacity of insufficient bins so that when students continue to throw garbage, the garbage will accumulate.

Things like this often happen and sometimes there are even students who throw the wrong type of garbage into the wrong trash can, this of course can reduce the practice of waste management properly. As we know, throwing garbage according to its type is an effort to maintain cleanliness and good waste management so that things like this should be well

understood by campus residents. Furthermore, out of 60 respondents, there were 11.7% or 7 respondents who chose FISIPOL UNESA in implementing very good waste management practices. This illustrates that FISIPOL UNESA in the practice of waste management has very good waste management because it can be seen from the provision of quite a lot of trash cans at FISIPOL UNESA where each trash can has a different color - different according to the type of waste. Law No. 18 of 2008 concerning waste management along with Government Regulation No. 81 of 2012 mandates the need for a fundamental paradigm shift in waste management, namely from the paradigm of collect-transport-dispose to processing that relies on reducing waste and handling waste (Surya. & Ariefahnoor., 2018). Separation of waste is an effort in which the handling of waste problems from the source, because unsorted waste will hamper management, besides that it will also accumulate and cause various diseases. In addition to trash bins FISIPOL UNESA also applies recycling to plastic bottles which is useful for reducing environmental pollution because plastic bottles take a long time to decompose properly.

Finally, out of 60 respondents, there were 3.3% or 1 respondent who chose FISIPOL UNESA in waste management practices, implementing bad practices. This result shows that there are shortcomings in waste management at FISIPOL UNESA. Small things such as immediately throwing garbage in its place is an easy thing to do but there are still many residents of FISIPOL UNESA who are reluctant to do this so that things like this can affect waste management. In addition, there is often garbage that accumulates in the trash which in addition to causing disease is also not pleasing to the eye. Campus is a place of education which should be an example in managing waste properly and increasing the awareness of campus residents to care more about the environment

Indicator 9

In your opinion, are FISIPOL students actively involved in the SDGs program?
60 Responses

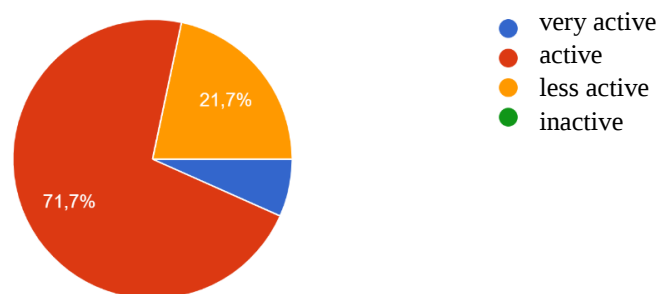


Figure 10. Opinion on the active involvement of Fisipol students in the SDGs program

This indicator discusses the active role of students on involvement in the SDGs program. Based on the results of the pie chart, it can be seen that the percentage of students who play an active role in the involvement of sustainable development (SDGs) to realize an environmentally friendly campus within FISIPOL UNESA is 71.7%. Then the percentage of students who play a less active role in the involvement of sustainable development (SDGs) to realize an environmentally friendly campus within FISIPOL UNESA is 21.7%, while the percentage of FISIPOL UNESA students who play a very active role in the involvement of sustainable development (SDGs) to realize an environmentally friendly campus within FISIPOL is 6.6%.

From the results of the diagram above, out of 60 respondents, 71.1% or 43 respondents chose to be actively involved in the SDGs program. In Indonesia itself, the use of plastic products continues to increase, especially in bottled water consumption products. One way to reduce waste from the use of plastic packaging products such as plastic bottles can be done by conducting waste management based on the principles of limiting waste (reduce), reusing waste (reuse) and recycling waste (recycle) known by the acronym 3R. In this context, students have an active role in the SDGs program by reducing the use of plastic products by using non-disposable bottles such as tumblers, besides that students also mostly choose to bring their own food compared to buying fast food.

Then in the next diagram of 60 respondents, there were 21.7% or 13 respondents who chose students to be less actively involved in the SDGs program. In this case, there is still a lack of awareness of students as agents of change, which when a student plays an active role in the SDGs program, of course, will provide significant changes to sustainable development. What is a problem regarding student awareness of caring for the environment is due to a lack of education or education regarding environmental awareness so that it affects student behavior towards the surrounding environment. In this case, the role of educators is needed to provide an understanding of the importance of protecting the environment around us. Finally, out of 60 respondents, there were 6.6% or around 4 respondents who chose students to be very actively involved in the SDGs program.

This result shows that some students still have a high awareness in protecting the surrounding environment by maintaining an attitude to keep the environment clean. This SDGs program trains students to care about the surrounding environment because as we know the agent of change which if from the source alone there has begun to be a change, in the future it will be even better. Students who have a high awareness of the environment should be a role model for other students so that it will indirectly make them more aware of the environment.

Indicator 10

How often do you use environmentally friendly products on campus?
60 Responses

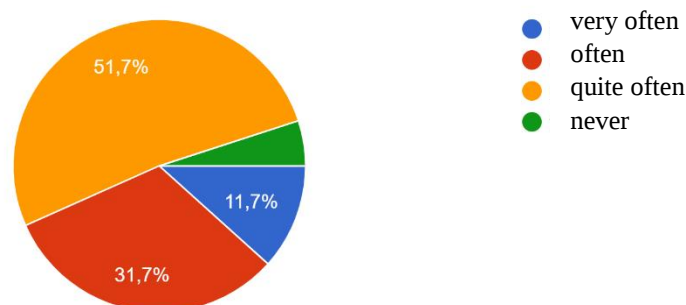


Figure 11. use of environmentally friendly products on campus

Based on the results of the diagram, the first order with a percentage of 51.7% students quite often use environmentally friendly products on campus, then the second order with a percentage of 31.7% often use environmentally friendly products on campus, the third order with a percentage of 11.7% very often use environmentally friendly products on campus, and the last order is the least with a percentage of 4.9% not using environmentally friendly

products on campus. In using products, environmental elements need to be considered, this is useful for environmental sustainability and preserving the environment, activities to protect the environment must be carried out together so that the results obtained are maximized, as a student, awareness of the importance of using environmentally friendly products is an important factor, the SDGs program implemented at the Faculty of Social and Political Sciences (FISIPOL) is certainly a bridge for students to further develop the use of environmentally friendly products. This can be seen in the results of the pie chart showing the results of whether students in the FISIPOL environment have used environmentally friendly products while on campus, from the results of the survey that has been carried out, some students more often use environmentally friendly products to support the implementation of SDGs where 60 respondents have filled out the questionnaire and can be seen from the orange diagram as many as 51.7% or 31 respondents responded quite often, this means that students are aware and apply environmentally friendly products but students are not consistent enough in the application of environmentally friendly products on campus, especially in the FISIPOL area.

By using environmentally friendly products, FISIPOL Unesa students have anticipated sustainable environmental damage. The second most survey selection results show that 31.7% or 19 respondents often use environmentally friendly products, the diagram with the blue sector means that students in this pattern have an awareness of lifestyles that can have a good effect on the campus environment and support the implementation of SDGs in the FISIPOL area. By using environmentally friendly products, the use of products that produce waste is also reduced, so that the campus has a healthy environmental area and can help minimize the use of resources or excessive exploitation of natural resources, besides the use of environmentally friendly products also helps maintain structural stability in the environment. The results of the blue diagram with a percentage of 11.7% or 7 respondents show that students state very often, the results of these respondents show that students in the FISIPOL scope have a high awareness of the effect of environmentally friendly products to realize an environmentally friendly and inclusive campus. The use of environmentally friendly products by FISIPOL students shows that students have an awareness of environmental health which can be realized by the application of environmentally friendly product programs. The results of a very small percentage show that 5% or 3 respondents do not use environmentally friendly products on campus, the results of this green diagram prove that students who have awareness of the importance of implementing environmentally friendly products on campus are more than students who do not have awareness of the importance of environmentally friendly products. To implement the implementation of the SDGs runs well, it is necessary to have a high awareness of the importance of environmentally friendly products, as an effort to help increase awareness of campus students must also participate in the process, the use of Green Products needs to be improved and pursued by students, Green products are products whose contents and packaging are environmentally sound, so as to reduce negative impacts or adverse effects on the environment (Wasik, 1996). Ways to introduce environmentally friendly products to students by providing socialization or conducting seminars on the importance of implementing SDGs in the campus environment and providing adequate facilities so that students get used to a more friendly lifestyle and make it easier for students to implement an environmentally friendly campus. Using environmentally friendly products can be useful for reducing global warming, as stated by Handayani and Rendra Abdi Prayogo

(2017) argues that the term green is related to environmentally friendly solutions or designs, or as little as possible to have a negative impact on the environment, so it is expected to contribute to reducing global warming. Using environmentally friendly products also makes the environment more awake with a maintained environment.

Indicator 11

Do you feel involved in implementing the SDGs program in the campus environment?
60 Responses

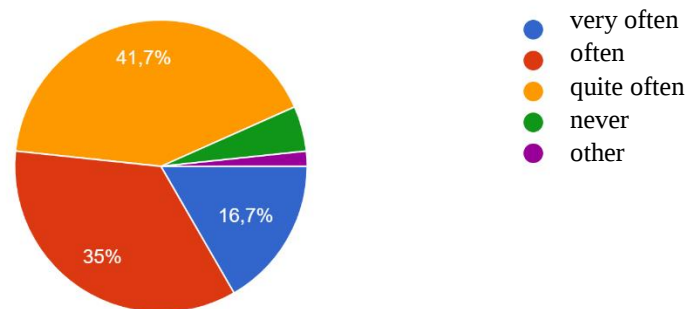


Figure 12. Use of Environmentally Friendly Products on Campus

The values of the importance of maintaining environmental sustainability and health need to be applied in the student environment, so that awareness and concern for the environment become a habit for student life not only in the campus area but in the surrounding environment. Maintaining the health and sustainability of the campus area is the responsibility of students to make a sustainable environmentally friendly campus, sustainability is a new challenge faced by academics and students. According to Avila et al. (2017), by sending a questionnaire that has been responded to by 60 respondents of FISIPOL students, it shows that the results of the pie chart show that students in the scope of FISIPOL have an awareness of efforts to implement an environmentally friendly campus, as many as 41.7% or 25 respondents responded quite often in participating in implementing an environmentally friendly campus, this orange diagram presents that most students have a tendency to participate in realizing SDGs on campus within FISIPOL, students have an awareness of the importance of their role in realizing an environmentally friendly campus, students are considered to have a role and are able to create an environmentally friendly campus as one of the factors for the realization of SDGs.

Furthermore, the results of the red diagram show that 35% or 21 respondents often participate in the implementation of an environmentally friendly campus, the results of this figure show that students are often involved in realizing an environmentally friendly campus, students participate in activities that support SDGs in the FISIPOL area. The results of student respondents stated that they were very often involved in the implementation of this environmentally friendly campus as many as 16.7% or 10 respondents, this blue diagram shows that students already have a high awareness of the importance of their role in realizing this environmentally friendly campus, students very often implement activities that help improve the preservation of an environmentally friendly campus, this has become a habit for students to be involved in this activity.

The green diagram shows the smallest results where students respond by 5% or 3 respondents stated that they did not participate in the implementation of an environmentally friendly campus, the results of this survey can be seen from the green diagram which states that student awareness is very high, they feel that the role of students is very important to participate in producing an environmentally friendly campus, awareness of these students is able to facilitate the implementation of SDGs in the campus area. With this SDGs program, students are involved in driving an environmentally friendly campus, so that FISIPOL can make it an evaluation material so that it can develop and maintain the SDGs program. Stakeholder theory when viewed from a theoretical point of view, namely stakeholder theory, what is meant by stakeholder theory is an explanation of who the organization has a responsibility to, this stakeholder can be carried out by individuals or by groups that can influence or be influenced by organizational policies, decisions, practices or goals. So the stakeholders of FISIPOL include students, employees, ministries of education, government agencies at the regional and central levels, other educational institutions (as partners and competitors), grant agencies, sponsors, businesses (as a source of monetary and non-monetary benefits resulting from university-industry partnerships), public authorities, and the community (Tetřevová and Sabolova, 2010) of several stakeholders that have been described above students are the most important stakeholders where they function as drivers.

Indicator 12

In your opinion, in implementing the SDGs, does FISIPOL play a good role?
60 Responses

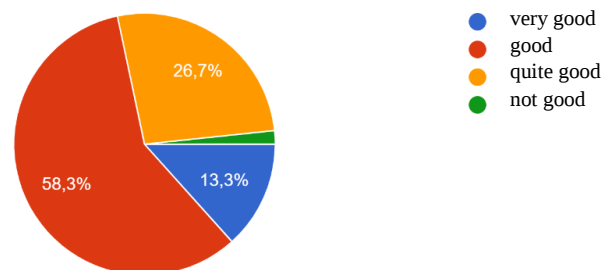


Figure 13. The role of the Faculty of Social and Political Sciences in implementing an environmentally friendly campus in the SDGs program

To realize an environmentally friendly campus, students are an important key for the program to run, but the role of the campus cannot be separated as a student activator so that all students have awareness about the importance of an environmentally friendly campus. We collected as many as 60 respondents and the results of the pie chart show that 58.3% or 35 respondents FISIPOL has played a good role in providing its role in implementing the SDGs campus environment, this diagram sector with red color provides a clear picture that FISIPOL has a good percentage in supporting these activities, the students who responded to this survey considered that FISIPOL has played a good role in implementing SDGs. As many as 26.7% or 16 respondents responded that FISIPOL is quite good in its efforts to implement the SDGs campus environment, the results of this orange diagram show that FISIPOL is able to provide facilities for students and make it easier for students to implement an environmentally friendly campus, with the existence of these respondents means that FISIPOL has been quite good at carrying out its role but FISIPOL must also further strive for its role in its application to realize an environmentally friendly campus. As many as 13.3% or 8 respondents gave very good

responses to the role of FISIPOL towards the implementation of an environmentally friendly campus, these results were shown by the blue pie chart and students did not feel that FISIPOL had no role in realizing an environmentally friendly campus, this is evidenced by the results of the green diagram, the diagram shows 1.7% or 1 respondent who chose FISIPOL had a bad role in implementing the SDGs campus. With this percentage, it means that FISIPOL has played its role very well, for FISIPOL students, they have felt the role of the campus in preserving the SDGs. With the role of FISIPOL, students find it easy to get involved in efforts to realize an environmentally friendly campus, but it is hoped that FISIPOL needs to further improve or strive for its efforts in implementing an environmentally friendly campus in order to be able to become an example of other faculties in implementing SDGs for an environmentally friendly campus.

In implementing a sustainable environmentally friendly campus, the role of FISIPOL is needed as a student cog, then FISIPOL must implement several aspects so that this sustainability program can be achieved and survive, several aspects of previous research that need to be considered include the first, namely aspects of sustainable learning both from research and other campus activities this can be done in the form of campus projects, socialization, workshops and campaigns. besides creating departments can help as a forum for communication and resources that can help create a healthy campus environment, this aspect can be supported by FISIPOL providing and creating infrastructure and facilities that are friendly to students, In addition, creating a department can help as a forum for communication and resources that can help create a healthy campus environment, this aspect helps to disseminate information to the parties involved, this can be supported by FISIPOL providing and creating environmentally friendly infrastructure and facilities, this third aspect helps to improve infrastructure that is friendly to the environment, the fourth aspect is to increase efficient resources, the use of efficient resources can be energy efficiency. These aspects are important to realize a sustainable campus, the challenges that must be faced by universities are not easy, but to realize and maintain a sustainable campus requires awareness by all parties in the campus environment, awareness of this is a factor, which is important to create an environmentally friendly campus, if one party from the dictionary environment neglects its role, it will be difficult to carry out the SDGs program that has been implemented.

Indicator 13

Do students feel burdened by implementing the SDGS program to care for the environment on campus?
60 Responses

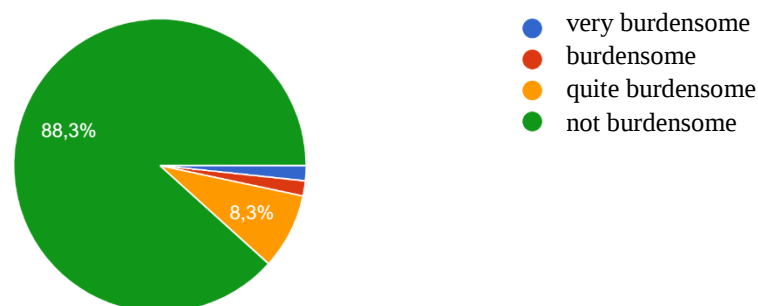


Figure 14. The burden of implementing the SDGs program to protect the environment on campus

Based on the results of the diagram, the first order with a percentage of 88.3% of students do not mind the existence of environmentally friendly programs to support sustainable development within FISIPOL UNESA, then the second order with a percentage of 8.5% of students are quite objectionable to the existence of environmentally friendly campus implementation programs to support sustainable development within FISIPOL UNESA, the third order with a percentage of 3.2% of students feel burdened and very burdened with environmentally friendly programs to support sustainable development within FISIPOL UNESA. The following indicator discusses a survey of how many Unesa fisipol students feel burdened by the implementation of environmentally friendly programs to support sustainable development (SDGs) in the campus environment. Based on the existing pie chart, the majority of Unesa festival students with a percentage of 88.3% or 53 respondents did not feel burdened by the existence of environmentally friendly programs implemented in the campus environment.

This reflects the high understanding and support among students for the sustainability initiative program taken by the campus. Students who do not feel burdened most likely understand the importance of these programs in protecting the environment and creating a friendly and inclusive environment. They may see that such efforts are not only beneficial to the campus, but also contribute to their own quality of life and that of future generations. A sustainable future is essential for our society and planet, as it considers economic growth, social inclusion and environmental protection (Cowen Effendi & Mardiana 2024). Then in second place, Unesa Faculty of Social and Political Sciences students felt quite burdened by the existence of a sustainable development program (SDGs) with a percentage of 8.3% or 5 respondents. The existence of this discomfort or burden felt by this small group can be caused by several factors, such as a lack of socialization about these programs or perhaps practical challenges in their implementation that are felt daily. It is important for the campus to listen to the voices of students who feel burdened, by holding discussions or forums you can explore further about existing concerns and find solutions that can reduce the burden. In addition, increased socialization and education on the long-term benefits of green programs can help students better understand and support these initiatives. Overall, the strong support from the majority of students indicates that there is great potential for collaboration between the campus and students in creating a more sustainable environment. With an open and constructive dialogue, it is hoped that all parties can contribute to the success of the sustainability development program (SDGs) on campus.

Indicator 14

Does the culture on campus support sustainable living?
60 Responses

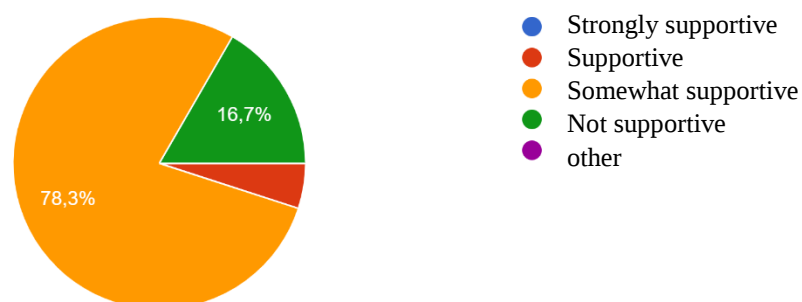


Figure 15. A Campus Culture That Supports Sustainable Living

Based on the survey results which show that 78.3% of FISIPOL Unesa students feel that the culture on campus is sufficient to support the sustainable initiatives program (SDGs), as well as 16.7% of students who consider that campus culture is very supportive of these initiatives. There are 5% of students who feel that the culture on campus does not support sustainable initiatives. This indicator discusses how the culture on campus supports the sustainability initiatives felt by each student. It can be seen from the following pie chart that, as many as 78.3% or 47 FISIPOL Unesa students feel that the culture on campus is sufficient to support sustainable initiative programs (SDGs). And as many as 16.7% or 10 students considered that campus culture was very supportive of sustainability initiatives.

The positive views of the majority of these students reflect a collective awareness of the importance of sustainability practices in campus life, such as recycling programs, efficient use of resources, and participation in seminars or workshops on sustainability have the potential to become an integral part of campus culture. However, it can be seen in the following pie chart that there are 5% or students who feel that the culture on campus does not support sustainability initiatives. According to Kurniawan, P. S., & Wahyuni, M. A. (2019), there are several obstacles in the process of implementing the concept of sustainability in universities. One of the obstacles is that the stakeholder group at the university has not paid serious enough attention to encourage universities to implement the concept of sustainability. Therefore, it is also worth paying attention to the 5% or 3 students who feel that the campus culture does not support sustainability initiatives, which may reflect experiences or views that are not accommodated in existing policies and practices. It is important to understand the reasons behind their views, whether it is related to lack of facilities, lack of information, or perhaps lack of participation in sustainability-focused activities. To strengthen the culture of sustainability, the campus can take steps such as increasing socialization and education about the importance of sustainability among students, including explaining how they can contribute and involving students in the planning and implementation of sustainability programs so that they feel ownership and responsibility for the initiative. Implementing sustainability requires changes in attitudes and behaviors from every individual in higher education, including students (Chen et al., 2011). Therefore, creating a space for dialogue and collaboration between students and the campus, it is hoped that all elements on campus can move towards a culture that is more supportive of sustainability initiatives.

Indicator 15

Do you find it difficult to measure the implementation of SDGs in the campus environment?
60 Responses

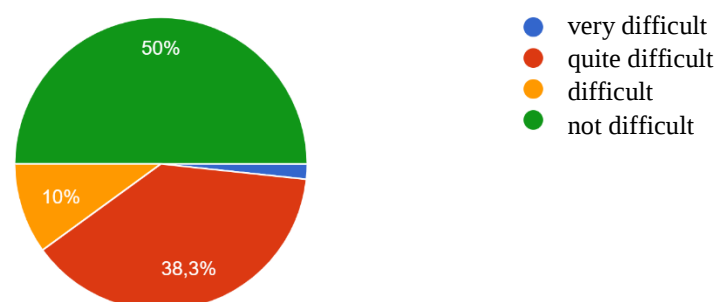


Figure 16. Difficulties In Measuring The Implementation Of Sdgs In The Campus Environment

Judging from the survey results, which show that 50% of FISIPOL Unesa students chose not to find it difficult to measure the impact of implementing (SDGs) in the campus environment, while 38.3% found it quite difficult, and 10% of students considered that they had difficulty in measuring it. There are about 1.7% who find it difficult to measure the impact of implementing the SDGs on campus. The following indicator discusses how each student can measure the impact of the implementation of the sustainability program (SDGs) in the FISIPOL Unesa environment. Based on the following pie chart, it can be seen that there are 50% or 30 respondents, half of the 60 respondents chose not to find it difficult to measure the impact of implementing the sustainability program implemented by the campus. Meanwhile, 38.3% or 23 other respondents found it quite difficult to measure the impact of implementation and 10% or 6 respondents considered that they had difficulty measuring the impact. Then, around 1.7% or 1 respondent felt very difficult in measuring the impacts of the sustainability program on campus. It can be concluded that this figure explains that half of the respondents felt able to measure the impact of implementation, which indicates a good understanding and involvement of the students in the sustainability initiatives implemented. This may also reflect that students have sufficient access to the information or tools needed to assess the impact of the initiative programs, as well as the desire to contribute and achieve sustainability goals.

However, the 38.3% of students who found it moderately difficult and the 10% who found it very difficult indicate that there are challenges that need to be overcome such as a lack of clear methodology, irrelevant data, variability of different implementations, inadequate measurement tools or perhaps a lack of training for students in data analysis and program evaluation. In addition, the difficulty felt in measuring impact can be caused by the fact that the impact is only visible in the long term so that in the short term the impact cannot be seen. This makes measuring impact difficult to see. Then student awareness is also a problem where each student has a different level of sensitivity and activeness so that this affects the level of measurement of the impact of SDGs To overcome this, the campus can provide training or workshops on impact measurement methods that are relevant to (SDGs). This will help students understand how to evaluate effectively and provide them with useful skills in the future.

By paying attention to feedback from students who find it difficult, it will be easier for the campus to know how much knowledge students have (Wang et al., 2003; Glover & Brown, 2006).). In addition, the campus can improve their approach to implementing and evaluating sustainability programs (Alshuwaikhat & Abubakar, 2008; Shuqin et al., 2019). These efforts will not only improve students' ability to measure impact but will also strengthen their commitment to the achievement of (SDGs) implemented by the campus to create an environmentally friendly and inclusive environment. Students will also know more deeply how the achievement of SDGs can be successful with the active participation of students to realize the achievement of SDGs. The combination of the two elements, namely students and the campus, will certainly not be that easy in realizing a good SDGs program, but that does not rule out the possibility for this program to be successful so that the need for seriousness between the two parties so that from a better collaboration between students and the campus can create a more responsive and sustainable academic environment which can be used as an example for other campuses.

4. CONCLUSION

The results showed that the implementation of Sustainable Development Goals (SDGs) at the Faculty of Social and Political Sciences (FISIPOL) of Surabaya State University has had a positive impact, although it still faces several challenges. Based on the survey, 71.7% of students understand the importance of SDGs in preserving the environment, and 53.3% of them feel that this program has strengthened their awareness of environmental issues. Support for the program was overwhelming, with 95% of respondents giving positive responses. 46.7% of students felt the positive impact of the SDGs program and stated that the campus environment has become better, while 41.7% stated that they felt tangible benefits from the program in their daily life on campus. In addition, most students also use environmentally friendly products quite often (51.7%), although there are still 4.9% who have not used them at all.

This shows the need to increase awareness and consistency in using environmentally friendly products. On the other hand, there are challenges such as suboptimal student participation, where 21.7% of students feel less active in sustainability activities. In addition, 8.3% of students feel that the facilities and programs available are still inadequate. Therefore, it is necessary to evaluate and improve programs that are more relevant and useful for students. The role of lecturers in supporting the implementation of SDGs is also quite significant, with 73.8% of students recognizing that lecturers actively integrate SDGs in learning. However, there are still 8.2% who feel that lecturers are not active enough, so there is room to improve engagement in this area.

The success of the SDGs program at FISIPOL is supported by initiatives such as 3R-based waste management (Reduce, Reuse, Recycle) and the integration of sustainability values in learning. However, to face challenges, strategic steps are needed such as training, strengthening the culture of sustainability, and increasing collaboration between students and campus parties. Overall, although FISIPOL has shown positive steps in implementing the SDGs, much remains to be done to strengthen student participation, improve facilities, and involve all elements of the campus. With consistent and inclusive implementation, FISIPOL UNESA can become a model educational institution that contributes significantly to the achievement of sustainable development goals.

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