

The Role of the Characteristics of the Green Campus Initiative in Understanding and Supporting Sustainable Development Activities at Warmadewa



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ABSTRACT: Students as part of the campus academic community can function as agents of change. Students are future leaders who are expected to make the right decisions when they take key roles in education in the field of sustainable development. In this context, the green campus initiative can be implemented at Warmadewa University Denpasar, which has won or often wins the Tri Hita Karana (THK) Awards. The THK Awards program is in line with the concept of sustainable development related to economic, social and environmental aspects. This article aims to identify whether the Green Campus Initiative is a viable strategy for disseminating the concept of sustainable development in higher education, increasing students' knowledge and proactivity regarding sustainable development. This quantitative-descriptive study is based on data collected in a survey involving students with a sample of 100 respondents. Data were analyzed using multivariate statistical techniques. The research results show that the dissemination strategy for sustainable development in higher education explains around 18% of students' level of proactivity and 27.7% of their knowledge and awareness about sustainable development. The findings of this research can help planning in higher education institutions aimed at implementing sustainable environmentally friendly practices in universities based on student perceptions.

KEYWORDS: Characteristics of Green Campus Initiatives, Sustainable Development

1. INTRODUCTION

The environment is something that cannot be separated from human life. Law Number 32 of 2009 concerning Environmental Protection and Management has emphasized that the environment is a unity of space with all objects, forces, conditions and living creatures, including humans and their behavior which affects nature itself, the continuity of life and welfare of humans and creatures. another life. Environmental issues occur in many parts of the world, including in Indonesia. In recent years, many people have felt various consequences of environmental damage, such as floods, landslides and so on. Apart from that, environmental damage due to forest fires is also a frightening threat for Indonesia. Forest fires in several regions of Indonesia have become a serious concern for the national and international world. Forest fires are not a new phenomenon for several regions in Indonesia such as Riau, South Sumatra, West Kalimantan and Central Kalimantan (Suharjo & Velicia., 2018).

In facing this situation, real efforts need to be made by the government to reduce and prevent environmental damage. Ministry of Environment and Forestry in its press release with Number: SP. 13/HUMAS/PP/HMS.3/01/2017, strongly supports the involvement of students as agents of climate change which is expected to be an effective strategy in forming an environmentally friendly generation (Ministry of the Environment and Forestry, 2017). Higher education institutions are big agents of change because they have a central role in spreading sustainable concepts. Universities can contribute through implementing green campuses. It is important for the academic community in the campus environment to support a green campus (Qdais, Hani Abu et al., 2019). Universities play an important role in addressing global environmental challenges because education, research and engagement in society can produce lasting and environmental effects. societal change (Ralph & Stubbs., 2014).

Socialization of the concept of sustainable development occurs through the transfer of information to increase awareness of the need for balance between the environment, economy and society. Higher education institutions take center stage in this process, acting as intermediaries between scientific knowledge and common sense (Guerra et al., 2018). Creating a sustainable campus has become an interesting issue throughout the world, including in Indonesia, especially considering the increasing strength of society that supports the sustainable concept (Alshuwaikhat & Abubakar, 2008)

The Green Campus Initiative was established at higher education institutions as a strategy to promote sustainable development. This Green Campus Initiative focuses on implementing sustainable infrastructure, reducing environmental impacts and economic costs and increasing student awareness of the concept of sustainable development (Hayder, 2017; Ribeiro et al., 2019). The Green Campus Initiative Model includes higher education institutions' Sustainable Initiatives that focus on achieving

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the goals set by the Talloires Declaration and the UN Sustainable Development Goals (UN SDGs).

By realizing the importance of a green campus in creating a sustainable campus, a green campus ranking system can be used. The ranking system used to measure sustainable campuses has been managed by the University of Indonesia since 2010. This measurement contributes to the sustainable discourse in the field of education and campus greening. UI Green Metric uses the important role of higher education institutions to increase awareness by assessing and comparing the extent of efforts made by the world of education towards sustainable development, sustainable research, greening campuses and their social impact (UI GreenMetric., 2018)

A green campus is one of the university's contributions to achieving Sustainable Development Goals. Current campus development refers to sustainable development goals, one of the goals of which is related to the environment such as clean water and proper sanitation, clean and affordable energy, and handling climate change. Campuses are an important pillar of efforts to realize sustainable development goals. Higher education institutions should be proactive in taking active action in order to achieve sustainable development goals both in policy, curriculum and environmental initiative practices. Higher education is seen as a place to prepare future leaders who can explain sustainable management practices to interested parties and decision makers. Students and campus staff need to be encouraged to reflect on sustainable values and adapt their daily actions so that they can be integrated with sustainable development goals. Therefore, students can act as ambassadors of the best initiatives that support sustainable development (Freidenfelds et al., 2018).

Ribeiro, et al., (2021) have recently succeeded in conducting a study of green campus initiatives at 4 well-known universities in Southern Brazil which have implemented the green campus initiative movement to support sustainable development. The factors that influence the level of understanding and support for implementing sustainable development in implementing the green campus concept can be identified as follows, namely 1) Handling a green campus in the classroom, 2) Handling a green campus outside the classroom in the form of extracurriculars, 3) Green campus communication, 4) Green campus infrastructure. The research results show that the strategy of spreading sustainable development in universities helps students gain better knowledge and place more importance on sustainable development. These results indicate that university actions can produce graduates who can be used as adequate agents to develop sustainable development practices and initiatives. However, regarding the initiatives and practices carried out in higher education, the results show a negative relationship with students' knowledge and proactiveness in supporting sustainable development. . This is a problem that needs to be addressed by the universities included in this research, because the formation of initiatives alone does not guarantee increased student awareness of sustainable development.

The important role of students in developing sustainable development is the focus of this research, where data shows that students are considered stakeholders who can participate in proposing actions to be taken in higher education (Schoeps & Hemmer, 2018). Students can become project leaders on campus and in the surrounding community, because they are local witnesses of the situation and can propose practical solutions to the challenges faced. Therefore, future generations will benefit from sustainable initiatives (Alshuwaikhat & Abubakar, 2008). However, their involvement in supporting actions towards sustainable development activities remains low (Savelyeva & Douglas, W., 2017).

Therefore, research results still found that student involvement was still low and inconsistent research results still caused problems, motivating this research to be carried out. Based on the results of the study that there is a relationship between the academic community as agents of change in the concept of green campus initiatives in higher education, this research seeks to understand how the academic community, especially students, view this green campus initiative and whether the goals set have been achieved effectively. This research is a suggestion and replication of a study by Ribeiro, et al., (2021) which suggests conducting studies in developing countries outside Brazil. As far as researchers know, the instrument for implementing the green campus initiative has not been studied so far in various cross-country areas, including in Indonesia. Based on contingency theory, it can be explained that different cultures in each country can be a contingency that influences research results. The implementation of the green campus initiative in Indonesia, especially Bali, with Tri Hita Karana as local wisdom which is recognized worldwide, is expected to produce more comprehensive research findings and become a novelty in this research.

II. LITERATURE REVIEW

Legitimacy Theory

Legitimacy theory states that companies must be able to adapt to the value system that society has implemented (Badjuri et al., 2021). Archel et al., (2009) expressed the definition of legitimacy theory as a condition or status that exists when a company's value system is in line with the value system of the larger society of which the company is a part. When a real or potential difference exists between the two value systems, a threat will arise to the company's legitimacy (Tapan, 2019). By carrying out green campus initiatives, higher education institutions feel that their existence and activities are legitimate.

Legitimacy theory states that an organization can only survive if the community in which it exists feels that the organization operates based on a value system that is commensurate with the value system held by society. Thus, organizations continuously strive to act in accordance with the boundaries and norms in society so that their activities are accepted according to the perception

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of external parties. The thing that underlies legitimacy theory is the "social contract" between the company and the community where the company operates and uses economic resources. The existence of the company is largely determined by society, because the relationship between the two influences each other.

Thus, a good social contract is needed so that there is a balance so that agreements can be reached that protect the company's interests. Legitimacy theory states that legitimacy is an important factor for companies in order to develop the company in the future. Matters relating to business ethics, attention and development of employee performance, impact on the environment and corporate social responsibility also contribute to increasing legitimacy. In this way, the company's concern for the environment, which is then demonstrated through environmental disclosure, is expected to increase legitimacy and have a good long-term impact on the company.

When there is a difference between the values adhered to by the company and the values of society, the company's legitimacy will be at risk. The difference between company values and society's social values is often called the "legitimacy gap" and can affect the company's ability to continue its business activities. Companies always try to align themselves with existing norms in society and anticipate legitimacy gaps so that the company can continue to be considered legitimate in society and can continue to survive (Permatasari et al., 2019; Tapan, 2019)

In connection with this theory, where public perception and recognition is very important for an organization as the main impetus for carrying out green campus initiatives, universities must provide high concern for the surrounding community regarding the existing environment). This research uses legitimacy theory because it wants to know how the study of green campus initiatives carried out by universities is a step towards campus acceptance in society.

Sustainable Development

In the 1987 Report of the World Commission on Environment and Development, sustainable development was defined as development that meets the needs of the present without reducing the ability of future generations to meet their own needs (United Nations, 1987). Guerra et al., (2018 and Qdais et al., (2019) state that sustainable development is a process of change which includes all activities such as resource exploitation, investment direction, technological development orientation, and institutional changes that are in harmony. and increasing present and future potential to meet human needs and aspirations.

Sustainable development is a global development agreement document to implement sustainable development in facing challenges in the development process. To be able to achieve the goals in the Sustainable Development Goals, it does not only require the role of the government, but also of academics, politicians, Non-Governmental Organizations (NGOs), companies and other elements of society. The 2030 Agenda for Sustainable Development or SDG's is a new development agreement that encourages change towards sustainable development based on human rights and equality to encourage social, economic and environmental development (sustainabledevelopment.un.org).

Green Campus Initiative

Initiative is an attitude that motivates someone to do something without prior orders. An initiative attitude is a character that needs to be developed (Hayder, 2017; Ralph & Stubbs., 2014; Ribeiro et al., 2019). The initiative that is needed now is the initiative in creating a green campus. Universities have a direct responsibility to lead society through teaching and research to solve problems or improve current global environmental problems. The University is committed to its social responsibility ensuring it has policies and initiatives in place around sustainable activities. This can include simple things, such as hanging posters asking students to turn off lights when leaving a room or using energy-saving lamps in university buildings. This can also include larger projects, such as offering public transportation options or providing bike lanes and standing to encourage more environmental friendliness (Wisecup et al., 2017).

Tiyarattanachai & Hollmann, (2016) stated that there are two main problems in environmental programs for universities, namely reducing energy consumption and waste on campus, and greening the curriculum. One of the best ways to reduce environmental impact is with home-based and distance learning, including e-learning provided online via the internet. With the use of e-learning, universities can save paper usage by providing the same information through e-learning.

Student Perspectives on the Dissemination of Sustainable Development

Universities play an important role in educating future generations about operating 'green' campuses, in this context the term "greening" refers to actions aimed at minimizing adverse social and environmental impacts (Ribeiro et al., 201). Actions resulting from green campus initiatives can be divided into several categories depending on the expected results. These categories are mainly concerned with maintaining university resources and minimizing negative impacts at socio-environmental and economic levels.

The Green Campus Initiative is related to education in primary schools and the implementation of green infrastructure on university campuses, which aims to reduce the carbon footprint of HEIs while increasing students' awareness of attitudes towards sustainability. In this case, universities are living laboratories full of opportunities to encourage learning and sustainable awareness.

As the birthplace of the education of future leaders, universities must meet the training needs of students, taking full advantage of the opportunities arising from sustainability projects (Arbuthnott, 2013). This need became clear in a comparative study by Dagiliūtė et al. (2018) regarding student perceptions at green and non-green universities. The results showed that students from green universities

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were more proactive and better understood the concept of SD. Therefore, the most important factor in implementing a new campus greening system is creating a culture of engagement and acceptance among users.

Conceptual Framework

This research model adopts research from (JM Ribeiro et al., 2021) using the characteristics of green campus initiatives as a driver of students' understanding and proactiveness towards sustainable development. Researchers adopted this model, because this model is still new and to the researchers' knowledge, no one has conducted cross-country studies and especially in Indonesia. Based on contingency theory, it can be explained that different cultures in each country can be a contingency that influences research results. As for the implementation of the green campus initiative in Indonesia, especially Bali, with Tri Hita Karana as its local wisdom which has been recognized worldwide, it is hoped that it can produce more comprehensive research findings and become a novelty in this research. Thus, the conceptual framework that can be proposed in this research is presented in Figure 1 following:

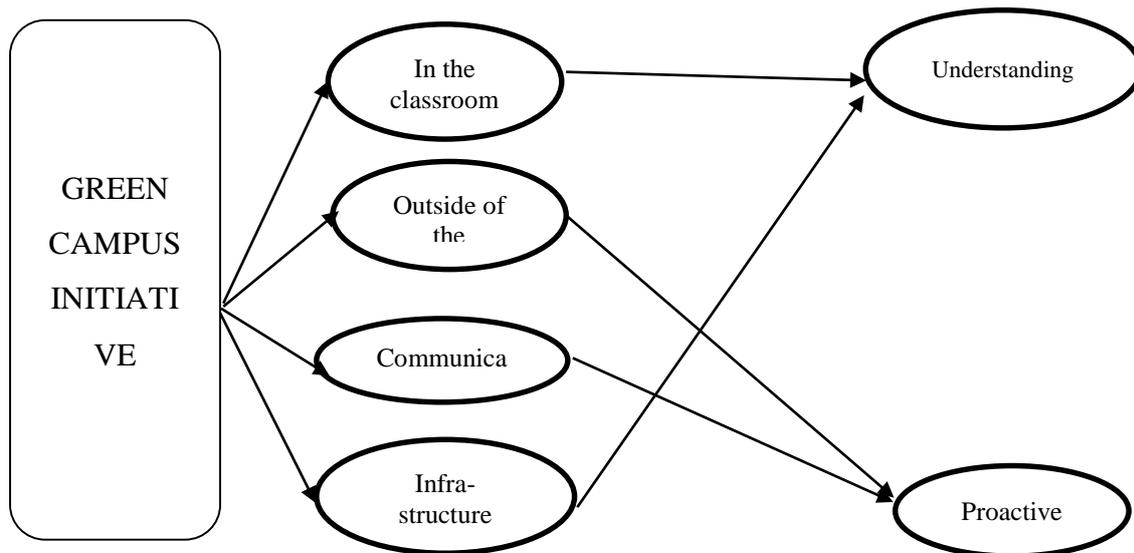


Figure 1. Conceptual Framework of Research

III. METHOD

This research uses quantitative methods. This research aims to analyze the causal relationship used to explain the influence of the independent variable, namely the characteristics of green campus initiatives on the dependent variable, namely the level of understanding and proactiveness towards sustainable development. This research was conducted in Denpasar City. The university chosen in this research is Warmadewa University (Unwar). The reason Warmadewa University (Unwar) was chosen in this research was because Warmadewa University (Unwar) had received or had received the Tri Hita Karana (THK) Award many times. This award is given to organizations or companies that have concern or commitment to the environment and social issues based on the local wisdom of Tri Hita Karana (THK). This award can be justified by the fact that the Warmadewa University (Unwar) campus has played a social role and cared for the environment around it. Thus, it can be said that Warmadewa University (Unwar) has explicitly implemented a green campus initiative. The research population is all students in all study programs at Warmadewa University (Unwar) who are still active until the even semester 2021/2022. The number of samples was determined to be a minimum of 100-200 in accordance with suggestions from Hair et al. (2014) using the stratified random sampling method in each study program (prodi). Randomization is carried out when there are student activities, whether in the learning process or other activities on campus.

Responses to the prompts were measured using a Likert scale, varying from 1 for "strongly disagree" to 5 for "strongly agree." The instructions are designed to provide a better understanding of students' perceptions of green campus initiatives implemented by the campus. The indicators measured from these statements can experience bias due to students' perceptions of sustainable development. The instructions are divided into blocks that form the variables used in a multivariate model that uses multiple linear regression. The results of the average value obtained for each block (Knowledge of Sustainable Development; Proactive Sustainable Development; Sustainable Development in the Classroom; Sustainable Development outside the Classroom; Sustainable Development Communication; and Infrastructure for Sustainable Development variables used in the model.

Statistical techniques in this research include descriptive statistical techniques and inferential statistical techniques. Descriptive statistical techniques help researchers explain and interpret the results of data analysis. The most commonly used descriptive statistical techniques according to Abdillah and Hartono (2015) are central tendency and variability. The central tendency in this research is the mean or average, while variability includes min, max, and standard deviation. Descriptive statistical analysis

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and multivariate analysis in this research utilized SPSS 26 statistical software (Ghozali, 2021).

IV. RESULTS AND DISCUSSION

Data collection in this research was by distributing 100 questionnaires to Warmadewa University FEB students, all questionnaires were filled in completely and could be processed further. This research was conducted using a survey method on 100 respondents who were FEB students at Warmadewa University, Denpasar. The descriptive statistics in this research provide an assessment of each variable along with the indicators that form it. Based on the results of descriptive analysis, the green campus initiative variable in the classroom is rated high with an average indicator score of 4.11. The green campus initiative variable outside the classroom is rated high with an average indicator score of 4.06. The communication green campus initiative variable is rated very high with an average indicator score of 4.39. The green campus infrastructure initiative variable is rated high with an average indicator score of 4.08. The green campus initiative variable outside the classroom is rated high with an average indicator score of 4.06. The understanding variable is rated high with an average indicator score of 3.97. The proactive variable is rated high with an average indicator score of 4.15.

Evaluation of the Measurement Model (Outer Model)

The test results show that there is convergent validity of the outer loading coefficient value of all the indicators that form the construct is located between 0.60 - 0.70 and significant at an alpha level of 0.05 or t-statistic of 1.96. Measuring the validity of the indicators that form latent variables can also be done through discriminant validity. Discriminant validity can be done by comparing the AVE Root coefficient ($\sqrt{\text{AVE}}$ or Square root Average Variance Extracted) for each variable with the correlation value between the variables in the model. A variable is said to be valid if the value that forms a construct is higher than the cross loading value and each construct's AVE value is greater than 0.50.

Table 1. Outer Loading Values After Execution

Variable	Indicator	Correlation Value
Green campus initiatives in the classroom	X1.1	0.808
	X1.2	0.843
	X1.3	0.896
	X1.4	0.593
Green campus initiative outside the classroom	X2.1	0.830
	X2.2	0.810
	X2.3	0.665
	X2.4	0.551
	X2.5	0.740
Communication green campus initiative	X3.1	0.894
	X3.2	0.845
Infrastructure green campus initiative	X4.1	0.668
	X4.2	0.732
	X4.3	0.684
	X4.4	0.829
	X4.5	0.820
Understanding	Y1.3	0.928
	Y1.4	0.955
Proactive	Y2.1	0.728
	Y2.2	0.838
	Y2.3	0.711
	Y2.4	0.682

Table 2. Discriminant Validity Test

Variable	AVE	$\sqrt{\text{AVE}}$	X1	X2	X3	X4	Y1
X1	0.630	0.793					
X2	0.528	0.726	0.512				
X3	0.756	0.870	0.416	0.410			
X4	0.562	0.749	0.595	0.932	0.430		
Y1	0.887	0.942	0.324	0.816	0.194	0.630	
Y2	0.551	0.742	0.476	0.571	0.501	0.617	0.367

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Information:

X1 : Green campus initiatives in the classroom, X2: Out-of-class green campus initiative, X3, Communication green campus initiative,

Table 3. Cronbach's Alpha and Composite Reliability Test

Variable	Cronbach's Alpha	Composite Reliability
Green campus initiatives in the classroom	0.799	0.869
Green campus initiative outside the classroom	0.780	0.846
Communication green campus initiative	0.680	0.861
Infrastructure green campus initiative	0.804	0.864
Understanding	0.875	0.940
Proactive	0.733	0.830

Table 4. Path Analysis Test Results

Path Analysis	Original Sample (O)	T Statistics (O/STDEV)	P Values	Information
Green Campus in the Classroom -> understanding	0.069	2,930	0.021	significant
Green Campus in the Classroom -> proactive	0.101	1,997	0.031	significant
Green Campus Outside the Classroom -> understanding	1,761	7,242	0,000	Significant
Green Campus Outside the Classroom -> proactive	-0.018	0.073	0.942	Not significant
Green Campus Communication -> understanding	-0.130	2,122	0.034	Significant
Green Campus Communication -> proactive	0.270	1,422	0.016	Not significant
Green Campus Infrastructure -> understanding	-0.995	3,741	0,000	Significant
Green Campus Infrastructure -> proactive	0.458	1,808	0.071	Not significant

Green Campus Initiative and Student Understanding of Sustainable Development

Based on the results of data analysis, it shows that the results of sustainable development studies in the context of higher education can be linked to knowledge of sustainable development (80.6%) and proactive sustainable development (45.6%). The results of this research verify the importance of campuses as ambassadors of sustainable development. From the dimensions that influence students' lives, which involve family, friends, religion, relationships, government policies, media and many other factors, higher education contributes 80.6% of students' knowledge about sustainable development concepts. The same scenario is also seen in the analysis of attitudes towards sustainability, namely being proactive regarding actions aimed at sustainability, which can be explained by 45.6.6%. Thus, campuses play an important role in influencing student knowledge and behavior.

This research reaffirms that green campus initiatives in the classroom can increase students' awareness of the importance of sustainable development. These initiatives are strategic for spreading concepts aimed at achieving a sustainable society, as they provide opportunities to exchange experiences, develop projects and evaluate student results.

The existence of green campus communication aimed at answering students' doubts and questions regarding courses has a positive influence on their knowledge of sustainable development. However, communication initiatives must be accompanied by other practical initiatives. Among the environmentally friendly initiatives carried out on campus, students pay the most attention to recycling initiatives, as there is a strong campaign on campus for waste segregation. Communication increases student participation in sustainable campus initiatives, confirming the findings of Disterheft et al. (2015), Perrault and Clark (2017), DanRibeiro et al. (2017). The results show that all dimensions of green campus initiative variables can result in increased knowledge of sustainable development.

Good socialization and involvement in green campus initiatives has consequences for student perceptions regarding knowledge of sustainable development. This knowledge can be increased by including green campus initiatives in the curriculum at universities (Ribeiro et al., 2018). According to Lozano et al. (2013), for universities to become sustainability leaders and change makers, they must ensure that current and future generations receive better training so that university professionals effectively equip students with the tools to help transition towards greater sustainability (Alshuwaikhat and Abubakar, 2008). Guerra et al. (2018) highlighted that curriculum design based on sustainable development and green campus initiatives are important factors in encouraging student involvement and understanding of sustainable development. When universities formulate and implement sustainable development plans for teaching, research and service, this has a positive impact on student behavior (Dagiliūtė et al.,

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2018)

Green Campus Initiative and Student Support for Sustainable Development.

The dependent variable support for sustainable development is also influenced by all elements of the green campus initiative, but has a lower and insignificant influence. The results obtained in this research are in line with the findings of Perrault and Clark (2017), Fahrianto et al. (2018) and Mafongosi et al. (2018). It can be explained that knowledge of sustainable development is different from having a supportive attitude towards sustainable development. Therefore, students understand sustainable development but are still not encouraged by the green campus initiative program to take action aimed at achieving sustainability. This effect is perhaps one of the greatest challenges in promoting sustainable development. It's not just a matter of making students aware of a situation or promoting green campus initiatives but using these dissemination programs to make people understand that they are also part of the change. Student behavior is a portrait of wider society. Initiatives that position students as leaders of sustainability action on campus are critical to understanding their role in promoting sustainable development in society.

It can be concluded that the strategy of socializing sustainable development at universities helps students gain better knowledge and prioritize sustainable development. These results suggest that university actions can produce graduates who have adequate tools to develop sustainable development practices and initiatives. In relation to initiatives and practices carried out in higher education, such as the green campus initiative, the results show a negative and insignificant relationship with student support for sustainable development, a problem that needs to be addressed by universities, where the creation of initiatives alone does not guarantee increased awareness of development sustainable among students.

The results of this research have important implications for university managers and decision makers in higher education who seek to improve student perceptions of sustainable development. These findings, based on students' perspectives, can help HEI planning in the transition to becoming a "sustainable university".

Sustainable universities can be defined as universities that, in addition to striving for academic excellence, also try to incorporate human values into people's lives, in other words, universities that promote and implement sustainable practices in teaching, research, community service, waste and energy management, planning land and land use through an ongoing commitment to monitoring and sustainability. Such an approach can increase individual accountability and promote the expansion of sustainable practices in society.

Technically, this research has limitations in the normality assumption in the central limit theorem, as well as the theoretical grouping of the variables studied, although the construct developed by the researcher shows internal consistency. Another limitation of this study is the lack of instructions and the length of the questionnaire, which may have caused fatigue on the part of the respondents. One of the theoretical limitations is related to the fact that only students' opinions were analyzed and not managers' viewpoints. The possibility of bias in the interpretation of sustainable development actions carried out by universities can cause student misunderstandings.

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