



The Identification and Categorization of Sustainability Practices in Higher Education: A Case Study in the University of Surabaya, Indonesia

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Abstract. This study aims to identify the commitment of Higher Education toward sustainability. The content analysis method is used through data and information regarding programs and activities undertaken by the University of Surabaya (Ubaya) to address social and environmental issues in three years (2020–2022). Collected data are then adjusted to the criteria for sustainable development goals (SDGs) to show to what extent Ubaya has implemented sustainability principles. This study shows that activities undertaken so far are mostly related to supporting three SDG goals. There are eleven activities supported SDG 1 to reduce poverty, nine activities supported the commitment to creating quality education (SDG 4), and eight activities supported SDG 3 to achieve good health and well-being.

Keywords: Content analysis · Collaboration · Sustainability

1 Introduction

1.1 Background

Sustainable development is defined as a process of meeting the needs of the present without compromising the ability of future generations to satisfy their own needs. The concept of sustainable development has distinct interpretations, but basically, it is a development approach to balance different needs with an awareness of environmental, social, and economic constraints [1]. The United Nations (UN) has ratified 17 Sustainable Development Goals (SDGs), which will be accomplished in 2030. Indonesia is one of the nations that agreed on the 17 SDGs. Indonesia's commitment to fulfilling the SDGs while achieving its development strategy will benefit Indonesia and the global world [2].

The achievement of SDGs certainly requires the support and collaboration of related parties, such as the government, industry, educational institutions, communities, and society. In particular, higher education institutions (HEI), directly or indirectly related to all SDGs and have a great responsibility towards the goals of all SDGs, through innovation, knowledge creation, and human resource development) [3].

Furthermore, HEIs have a significant role in sustainability. They are agents of transformation and play a role in the education of future leaders who will contribute to the successful implementation of the SDGs [4, 5]. As an agent of transformation, HEIs affect students' habits and contributions to a thriving society significantly [5].

1.2 The University of Surabaya as a Context of Study

The University of Surabaya, often known as Ubaya, received the 2021 Campus Award as a Private Higher Education in the University Category in East Java. In addition, the QS Asia University Ranking 2022 lists Ubaya as the Best Private University in East Java. These achievements certainly make Ubaya proud and enhance its reputation. So far, Ubaya has carried out many initiatives relating to sustainability in implementing the Three Services of Higher Education. For instance, several study programs include sustainability in their curricula. Besides, several lecturers conducted studies related to sustainability, such as renewable energy and electric motors. Additionally, Ubaya frequently organizes sustainability-related community service projects.

Sustainability activities carried out by Ubaya have been published in the mass media, both on the Ubaya website and in regional or national media. The publication communicates the activities and strengthens Ubaya's position as the top private university in East Java. However, these actions were dispersed and random. Whether these activities are interconnected and meet the SDGs' requirements has yet to be determined.

Based on the description above, this study aims to explore and identify sustainable practices at Ubaya as a case study. Following the 17 SDGs, this study will map out the activities concerning particular SDGs. This study helps build sustainability practices strategies to support SDG achievement. The results of this study are expected to provide added value in the development and implementation of business governance following the Ubaya Research Master Plan for 2020–2025.

2 Literature Review

The idea of sustainable development was initially introduced during the Rio de Janeiro Earth Summit in 1992, and since then, the global community has given this issue more consideration. Sustainable development is seen as a critical and strategic issue by the government, business sector, non-governmental organizations, research institutions, and universities [6]. In September 2015, the United Nations (UN) Member States approved the 2030 Agenda for Sustainable Development which provides a shared roadmap for peace and prosperity for people and the planet today and in the future. In order to ensure that everyone has access to a sustainable, peaceful, prosperous, and just way of life both now and in the future, 17 SDGs have been established [7] as displayed in Table 1.

SDG achievement requires support and cooperation from various parties, namely the government, the private sector, the community, and HEIs. HEIs prepare students with knowledge, skills, and attitudes. HEIs, therefore, have a significant responsibility to increase awareness, knowledge, technology, and development tools required to create an environmentally friendly future supporting Indonesia's SDG accomplishment. When using its resources to carry out its primary missions of teaching, research, outreach

Table 1. 17 SDGs

17 SDGs	
GOAL 1: No Poverty	GOAL 10: Reduced Inequality
GOAL 2: Zero Hunger	GOAL 11: Sustainable Cities and Communities
GOAL 3: Good Health and Well-being	GOAL 12: Responsible Consumption and Production
GOAL 4: Quality Education	GOAL 13: Climate Action
GOAL 5: Gender Equality	GOAL 14: Life Below Water
GOAL 6: Clean Water and Sanitation	GOAL 15: Life on Land
GOAL 7: Affordable and Clean Energy	GOAL 16: Peace and Justice Strong Institutions
GOAL 8: Decent Work and Economic Growth	GOAL 17: Partnerships to achieve the Goal
GOAL 9: Industry, Innovation and Infrastructure	

Source: www.un.org [8]

and partnerships, and community service, a sustainable university addresses, engages, and attempts to minimize any negative effects on the environment, the economy, social conditions, and health [9].

Several studies revealed that sustainability implementation relates to HEI performance. The reputation and prestige of HEI heavily depend on sustainability [10]. Besides, integrating sustainability principles is crucial to improving the image, reputation, and quality of HEI research. Sustainable development in HEIs has direct and indirect effects on various domains, including the economy, social issues, natural environment, policy, culture, and demographics [11].

3 Methods

This study used Ubaya as a case study to describe social and environmental activities undertaken by Ubaya, referring to the sustainable development goals that higher education might contribute to. As a result, the content analysis method has been employed, using the data and information from the online public source as the primary resources. Initially, this study gathered data regarding Ubaya's activities in supporting sustainability from news, articles, and announcements published in public sources between January 2020 and December 2022. The term 'Ubaya' refers to the activities done in Campus-2 in Kalirungkut Surabaya. Secondly, this analysis found that 57 articles were published in local and national media and on the Ubaya website. Thirdly, this investigation found that only 50 articles were relevant to the SDGs. Data collected were then categorized using 17 SDGs point. Finally, SDG appeared in the order most frequently used from these data categories.

4 Results and Discussion

Sustainability activities published on the Ubaya website and other mass media can raise awareness of sustainability, especially among the beneficiaries of these activities. These articles can raise sustainability awareness, making it easier to implement subsequent sustainability practices. Analyzed 50 articles from 2020 to 2022, most 28 practices (56%) were related to SDG 1 (No Poverty), SDG 4 (Quality Education), and SDG 3 (Good Health and Well-being). Among these 28 practices, 15 obtained funding from external and 13 were funded internally. This means that Ubaya has excellent concern for creating activities related to SDGs. Even so, Ubaya cannot move on its own as it still needs external funding, leading to cooperation and collaboration with the government and the private sector. For internal collaboration, several activities involved different units, such as the Faculty of Biotechnology with the Faculty of Business and Economics, the Faculty of Pharmacy, the Urban Community Empowerment Center (Pusdakota), and Ubaya Medical Clinic. These activities show that sustainability implementation must penetrate the entire organization and translate into concrete decisions and actions [12].

Ubaya and external parties, i.e., the Ministry of Environment and Forestry, Surabaya City Government, Suara Surabaya Radio, Kalirungkut Health Center, Halodoc, and Kalbe Consumer Health, carried out other activities. This finding supports an argument that the achievement of SDGs certainly requires the support and collaboration of related parties, such as the government, industry, educational institutions, communities, and society [13]. Moreover, activities should continue beyond organizational boundaries, and coordination of efforts and interdisciplinary and transversal networks are crucial. Because coordination strives to promote coherence and synergy between sustainability-related initiatives, networking entails actors exchanging perspectives and knowledge and cooperating [12].

Overall, 28 activities related to SDGs 1, 4, and 3 were carried out in various forms. Several initiatives were conducted to assist micro, small, and medium enterprises and train people to grow oyster mushrooms and horticulture. Due to the fact that several activities took place during the pandemic, several activities involved vaccination for staff and students as well as the community around Ubaya.

Based on the identification, 15 practices were carried out incidentally, while the other 13 were programmed. This finding makes sense, given that a pandemic occurred between 2020 and 2021, allowing for quick changes in the situation and condition. Consequently, activities were taken incidentally to adapt to these changes as they were more flexible with the situation and conditions.

The content analysis identified that 22 activities benefited the community, both in Surabaya (13 activities) and outside Surabaya (9 activities). Only six activities benefited the internal community, i.e., students. Through these activities, Ubaya provided an excellent example of extending an external influence on a community. The geography of the implementation of SDGs is indeed highly diverse. However, it is evident that HEIs significantly contribute to fostering a mindset that facilitates the SDGs' guiding principles to be more widely understood [10].

Specifically, most related SDGs can be explained in more detail as follows:

4.1 SDG 1 (No Poverty)

Among 11 activities for SDG 1, four activities were conducted between July to December 2020, and only one activity in November 2021. The remaining six activities were carried out from February to December 2022. More than half of the activities got funding from internal (63.63%), and the rest gained funding from external (36.36%). Most of these activities were planned (63.63%), and only 36.36% were conducted incidentally. All activities benefited the community in Surabaya (63.63%) and outside Surabaya (36.36%). This finding supports the argument that HEIs significantly contribute to the achievement of SDG 1 [5].

4.2 SDG 4 (Quality Education)

Nine activities relate to SDG 4. Most activities were conducted from January to November 2022, and only two activities were carried out between March and April 2020. Half of these activities (55.56%) received funding from internal, and 44.44% got funding from external. Similar to SDG 1, most activities (66.67%) were planned, and 33.33% were conducted incidentally. The beneficiary of these activities is almost similar between the community in Surabaya (55.56%) and outside Surabaya (44.44%). This finding supports the argument that HEI has much to do with SDG 4 by creating inclusive, quality, and equitable education for all [13]. The SDGs can only be achieved by implementing quality education (Goal 4). UNESCO highlights it as the most effective way to fulfill all SDGs and advance sustainable development [10].

SDG 3 (Good Health and Well-being). Eight activities for Goal 3 were carried out in 2021 and 2022. Three activities were conducted from July to September 2021, while five activities were held from January to October 2022. Most activities were conducted with collaboration between the governments and the internal. The beneficiary of these activities was primarily the community in Surabaya (87.5%). Only 12.5% of activities offered benefits for the community outside Surabaya. This finding is consistent with the claim that HEI significantly contributes to SDG 3 [5].

5 Conclusion

Ubaya has engaged in a variety of sustainable practices. The Ubaya website and regional and national media were used to promote 50 activities related to SDGs. The most relevant SDGs, according to the content analysis findings, are SDGs 1, 3, and 4. This indicates that Ubaya supports the achievement of the SDGs through a range of sustainability initiatives both on and off campus. Ubaya frequently collaborates with outside parties to carry out these initiatives, including the government, the private sector, and non-governmental organizations. The findings of this study demonstrate that Ubaya is active and moving toward a sustainable university. Future research can conduct a content analysis on other indicators, such as curriculum, syllabus, and journal publications. Thus, a comprehensive picture of sustainability practices at Ubaya can be obtained.

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