



FOSTERING SUSTAINABILITY AWARENESS AMONG SANATA DHARMA UNIVERSITY STUDENTS: THE ROLE OF PARTICIPATION, UNIVERSITY IMAGE, AND INSTITUTIONAL SUPPORT

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ABSTRACT

This study examines the interplay between student participation, university image, and institutional support as influential elements in promoting pro-environmental behaviour among students at Sanata Dharma University, in light of the increasing importance placed on sustainable practices. Utilizing a sample size of 210 students from diverse academic areas, this research applies a multiple regression analysis to elucidate the complex interconnections within this particular setting. The research findings shed light on a complex and intricate portrayal. The study demonstrates that there is a noteworthy correlation between university support and active student participation, both of which have a substantial and positive impact on the development of environmental awareness among students. On the other hand, the university's perceived image, although crucial to its overall reputation, does not appear to have a substantial influence on students' environmental awareness. In light of these findings, it becomes apparent that strategic interventions should target the enhancement of student participation and the strengthening of institutional support in order to effectively foster sustainability consciousness within the student population at Sanata Dharma University. This revised analysis, enhances our comprehension of the underlying mechanisms, highlighting the pivotal significance of student engagement and institutional support in cultivating a sustainable mentality.

Keywords: Sustainability Awareness, Participation, University Image, and Institutional Support

1. Introduction

In light of the increasing worldwide need for sustainable practices (Holison, 2023; Sun et al., 2022; Suriyankietkaew et al., 2022), this research endeavours to conduct a comprehensive analysis of the determinants that impact pro-environmental behaviour among students enrolled at Sanata Dharma University. The selected variables, namely student engagement, university image, and institutional support, were not chosen randomly but instead based on a well-thought-out logic.

The scope and objective of this study are to examine and analyse the specific parameters and goals that will be addressed in the research. The primary aim of this study is to comprehensively examine the multifaceted aspects associated with the level of sustainability consciousness within the context of higher education institutions (Filho et al., 2020). The ability of student engagement to effectively foster environmental consciousness through active participation is what drives its choice (Fridayani et al., 2022). The significance of university image lies in its ability to reflect the ideals of the institution, potentially influencing the attitudes and conduct of students. The provision of institutional support, which encompasses essential infrastructure and policies, is widely recognized as a critical factor in facilitating sustainability activities.

The justification for the process of selecting variables. The exploration of student participation is crucial to understanding its significance in terms of personal commitment and involvement in sustainability activities (Fridayani, et al., 2023). The university's image is widely acknowledged as a significant factor in influencing student views towards environmental issues (Harahap et al., 2020a; Hwang & Choi, 2019), since it is believed that the institution's perceived ideals and reputation play a crucial role in shaping these attitudes. Institutional support is selected based on its projected capacity to establish the essential structure for the implementation of sustainable practices (Alnaimi & Rjoub, 2021; Iqbal & Saeed Hashmi, 2015; Sya & Mangundjaya, 2020).

The purpose of this study is to identify and analyse the problem on hand. The fundamental focus of this study pertains to comprehending the intricate relationship between student participation, university image, and institutional support in fostering sustainability consciousness among university students. The selection of these variables is not arbitrary but rather based on their potential to provide complete insights into the factors that influence pro-environmental behaviours.

The chosen methodological approach for this study is described in this section. In order to thoroughly examine these dynamics, a statistical technique known as multiple regression analysis is utilized. This analysis involves the use of a sample consisting of 210 students with a division of 62.1% female and 37.9% male. In this case, this quantitative method was chosen because it can clearly show and analyse the unique contributions that each variable makes, making it easier to fully understand both their individual and combined effects.

The primary objective of this study is to enhance the depth and logical foundation of knowledge regarding the various elements that impact the level of sustainability consciousness among students in higher education institutions. The objective of this study is to generate meaningful insights that go beyond superficial correlations by carefully selecting variables based on sound reasoning and using a rigorous approach. The results are expected to serve as the foundation for strategic interventions, promoting a sustainable attitude within the distinctive academic environment of Sanata Dharma University.

2. Literature Review

The need to promote sustainability consciousness in higher education institutions has received growing scholarly interest, prompting an examination of the complex interactions among student participation, university reputation, and institutional backing. By incorporating pertinent scholarly sources and empirical studies, the objective of this review is to offer a thorough comprehension of the intricate dynamics between these variables.

2.1 *The topic of interest is the correlation between student participations and sustainability consciousness.*

The existing body of literature continually emphasizes the crucial significance of student engagement in cultivating awareness and understanding of sustainability. According to Yusliza et al., (2020) theoretical framework on involvement, students who engage in active participation in both academic and extracurricular activities are more inclined to cultivate a comprehensive understanding of their educational journey. According to research by Wamsler, (2020), there is a positive correlation between active involvement in environmental projects and the development of environmental knowledge as well as the adoption of pro-environmental behaviours. This is consistent with the notion that cultivating awareness of sustainability involves more than just academic instruction; it calls for active engagement in real endeavours. Additionally, Olsson et al., (2019) stated that academic research highlights the profound effects of active engagement and contends that participation in extracurricular activities promotes the development of a higher awareness of civic duty. This perspective holds significant relevance

in fostering a consciousness of sustainability, placing emphasis on the cruciality of inculcating a proactive sense of duty towards the environment.

2.2 The Impact of University Image on Student Attitudes Towards Sustainability

The perception of a university's image is a significant factor in influencing the attitudes and behaviours of students. According to a study by Žalėnienė and Pereira, (2021), there is evidence to suggest that a higher education institution's dedication to sustainability, as portrayed through its public image, has an impact on how students perceive their own level of environmental responsibility. The research suggests that the public position of an institution toward sustainability has a substantial influence on the environmental attitudes and behaviours of students. Nevertheless, it is important to acknowledge that the current body of literature lacks comprehensive investigation into the precise mechanisms by which university image influences practical outcomes in terms of sustainability awareness among students. Several previous studies regarding university image focused more on how to improve the university's image (Harahap et al., 2020b; Pratiwi et al., 2019; Setiaki & Sudrajat, 2023)

The study by Boca and Saraçlı, (2019) looks into the influence of university branding on the development of student attitudes toward sustainability. The authors' research highlights the significance of conducting a thorough analysis of both the symbolic and practical aspects of university image within the framework of sustainability. The aforementioned statement underscores a noticeable void in the existing body of scholarly work. The present study endeavours to fill this gap by closely examining the distinct impact of Sanata Dharma University's reputation on the level of sustainability awareness among its student population.

2.3 The topic of discussion pertains to the role of institutional support in facilitating and sustaining initiatives related to sustainability.

The scholarly discourse on institutional support for sustainability projects underscores its complex character, which includes policies, resources, and administrative dedication (Kusuma & Fridayani, 2022). According to Leal Filho et al., (2019), the provision of real support from the institution is crucial for the effectiveness of sustainability initiatives within a university. This encompasses the allocation of specific resources, the establishment of explicit policies, and the implementation of strategic planning in order to integrate sustainability into the core framework of the organization. The authors' research presents a theoretical framework that suggests that institutional support plays a crucial role in promoting a culture of sustainability.

Moreover, a study conducted by Kanda et al., (2020) indicates that an organization's dedication to sustainability extends beyond the mere allocation of resources and encompasses a profound and pervasive transformation of its organizational culture. This study highlights the necessity of adopting a comprehensive strategy for institutional support that goes beyond mere physical development and includes a wider cultural transformation towards sustainability. This viewpoint is consistent with the thorough examination aimed at in the present study, which aims to identify not only the concrete elements of institutional support but also the cultural and organizational factors that contribute to students' understanding of sustainability.

The present study aims to address a research gap in the existing literature and make a valuable contribution to the field.

The current body of research offers a fundamental comprehension of the distinct contributions of student participation, university image, and institutional support towards the cultivation of sustainability awareness. However, there exists a discernible void in empirical inquiries, specifically within the setting of Sanata Dharma University. The present study aims to fill this research vacuum by employing a multiple regression analysis on a sample of 210 students. The objective is to offer detailed insights into the individual contributions of each

variable and their combined influence on pro-environmental behaviour within this distinct academic context.

3. Research Methods

The study used a quantitative research methodology to thoroughly examine the dynamics of pro-environmental behaviours among students who are enrolled at Sanata Dharma University. The primary aim of this research is to investigate the influence of three key components, specifically student engagement, university reputation, and institutional support, on the formation of environmentally conscious attitudes and actions among students.

The study encompasses the entire population of students at Sanata Dharma University class 2020-2023. A non-probability selection method is utilized to select a sample size of 210 students, aiming to encompass a wide array of academic disciplines offered by the university. The non-probability approach is employed due to its pragmatic and efficient characteristics in gathering responses from a diverse and inclusive group of students (Sugiyono, 2021). There is a carefully planned survey that can be used to get detailed information about how involved students are in environmental projects, how they see the university's standing, how much support they think the university gives, and the ways they act and say are good for the environment. The implementation of electronic administration of the questionnaire aims to improve the efficiency and convenience of the data collection process.

Prior to formulating hypotheses, the study conducts a comprehensive review of the existing literature to establish the theoretical framework and contextualize the research within the current scholarly discourse. The hypotheses of this study are predicated upon three primary assertions: firstly, the contention that students' engagement in environmental matters exerts a negligible impact on their conduct; secondly, the proposition that the standing of the university exerts a certain degree of influence on environmental behaviour; and thirdly, the assertion that the provision of institutional support exerts a certain degree of influence on environmental behaviour. The analysis of the collected data in this study employs the method of multiple linear regression. The utilization of this statistical methodology allows for a thorough examination of the individual and collective effects of the independent variables on the dependent variable. Statistical software, such as SPSS, is utilized to conduct the analysis, aiming to get meaningful insights from the gathered data.

4. Research Findings and Discussion

4.1 The process of evaluating instrument data

4.1.1 Validity Assessment

The purpose of the validity assessment was to determine the questionnaire's efficacy in assessing the specific constructs of interest. The results obtained in Table 1, which indicate a significance level below 0.05, offer evidence supporting the dependability and accuracy of the data collected. The findings of this study align with previous research that emphasizes the importance of meticulously constructed surveys in accurately assessing the variables under investigation

Table 1. Validity Test Results

Items	r value	Sig.
X1.1	0,782	0,000
X1.2	0,825	0,000
X1.3	0,722	0,000
X1.4	0,764	0,000
X1.5	0,875	0,000

Items	r value	Sig.
X3.1	0,867	0,000
X3.2	0,851	0,000
X3.3	0,813	0,000
X3.4	0,874	0,000
X3.5	0,856	0,000
Y1	0,774	0,000
Y2	0,799	0,000
Y3	0,845	0,000
Y4	0,797	0,000
Y5	0,683	0,000
X2.1	0,832	0,000
X2.2	0,880	0,000
X2.3	0,894	0,000
X2.4	0,850	0,000
X2.5	0,846	0,000

4.1.2 Reliability Assessment

The evaluation of the consistency of the measurement device, known as the reliability assessment, plays a vital role in safeguarding the trustworthiness of the results. According to the findings of (Fridayani, et al., 2023), a Cronbach's alpha coefficient exceeding 0.60 is seen as an indication of data reliability. This is consistent with recognized procedures in survey research, where ensuring the reliability of outcomes across different questionnaire items is of utmost importance.

Expanding upon this, an analysis of Table 2 demonstrates that every variable examined in the study demonstrates a Cronbach's alpha coefficient beyond the established criterion of 0.60. The present discovery serves to strengthen the dependability of the gathered data, confirming that the measurement instrument utilized in this study exhibits internal consistency. The study's conclusions are bolstered by the reliability assessment, which demonstrates the robustness of the data and increases confidence in the research outputs, reinforcing the credibility of the study.

Table 2. Reliability Test Results

Variable	Number of Items	Cronbach Alpha
Student Participations (X1)		0,862
University Image (X2)		0,912
Institutional Support (X3)		0,905
Student Awareness in Sustainability (Y)		0,837

4.2 The topic of interest pertains to the practice of classical assumption testing.

The concept of classical assumption testing pertains to the evaluation of the assumptions that underlie statistical models or tests within the framework of classical statistics

4.2.1 Normality Test

The first step in analysing the data is to do a normality test. The initial stage in the analysis of the data involves doing a normalcy test. The normality test is a statistical technique employed to assess the degree to which a certain dataset conforms to a normal distribution. Based on the

outcomes of a one-sample Kolmogorov-Smirnov test, it may be concluded that the dataset exhibited a normal distribution. The statistical test yielded a p-value of 0.200, indicating that there is insufficient evidence to reject the null hypothesis at the predetermined significance level of 0.05. This observation indicates that the conditions for normalcy are satisfied, hence confirming the suitability of utilizing parametric tests.

4.2.2 Multicollinearity Test

Assessing multicollinearity in a statistical model is an important study that is done with the help of a multicollinearity test. Multicollinearity refers to the presence of high correlations among independent variables, posing challenges in the construction of regression models (Fridayani, et al., 2023). One part of this study looks at multicollinearity by looking at the variance inflation factor (VIF) and tolerance values, which can be seen in the coefficient table. To find out if there is multicollinearity, you can look at the variance inflation factor (VIF) value, which should be less than 10, and the tolerance value, which should be greater than 0.1. The examination of Table 3 reveals that the variance inflation factor (VIF) values for all variables fall below the threshold of 10, indicating the absence of multicollinearity. Furthermore, it can be shown that the tolerance values consistently surpass the minimal threshold of 0.1, suggesting a lack of significant association among the predictor variables. Therefore, based on the aforementioned criteria, the study concludes that there is no empirical evidence of multicollinearity within the dataset.

Table 3. Multicollinearity Test Results

Variable	Tolerance	VIF
Student Participation	0,857	1,167
University Image	0,295	3,389
Institutional Support	0,287	3,478

4.2.3 The heteroskedasticity test

The heteroskedasticity test is a vital statistical process used to assess the existence of heteroskedasticity in a dataset. Homoscedasticity, which is defined as the presence of consistent variability, plays a significant role in enhancing the reliability of regression models. (Fridayani, et al., 2023) Previous studies have underscored the importance of addressing heteroskedasticity in order to avoid inaccurate estimations and conclusions (Fridayani, 2022; Kustiara et al., 2020). Further elaborating on this point, a thorough analysis of Figure 1 demonstrates that the data points depicted on the scatterplot exhibit dispersion in both positive and negative directions relative to the origin (0). The present visual analysis indicates the absence of a visible trend in the variance, whether it be an increase or decrease, when the independent variable undergoes changes. Therefore, it may be deduced that the data in this study does not demonstrate heteroskedasticity. The above observation fits with the idea that homoscedasticity is important for making regression models more reliable. This proves that the dataset is strong enough for further research.

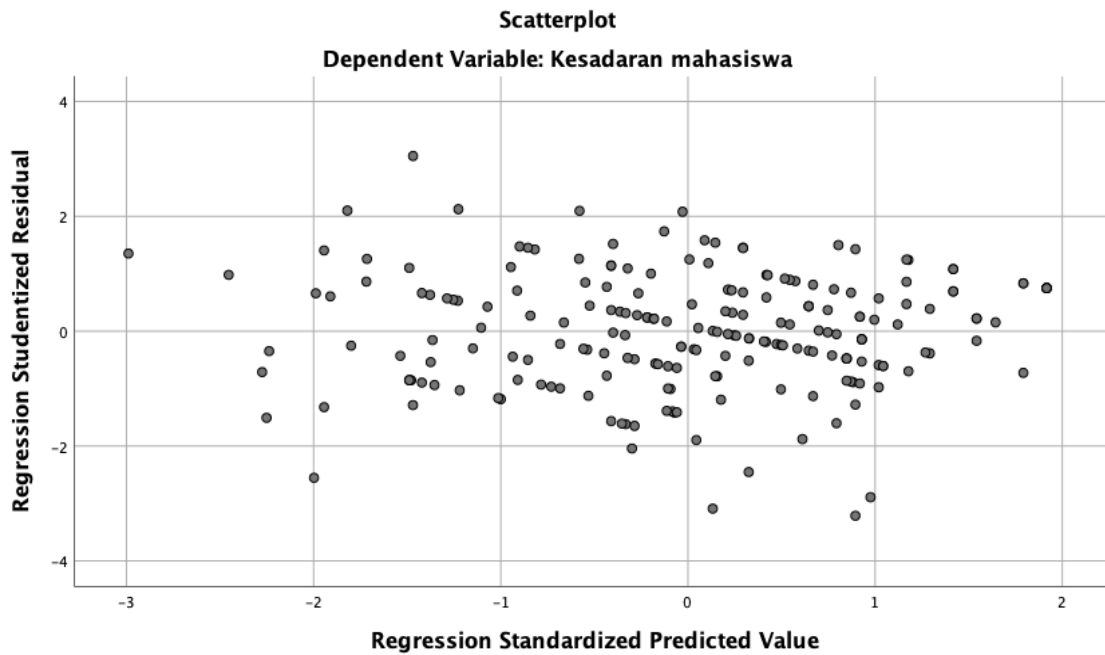


Figure 1. Scatterplot Graphic

4.3 Multiple linear regression analysis

The statistical method of multiple linear regression analysis is employed to investigate the association between a single dependent variable and two or more independent variables. The method permits the determination and measurement of the influence of individual factors on the outcome variable while accounting for the potential influence of other variables.

- a. The goodness-of-fit test is a statistical technique utilized to evaluate the extent to which actual data conforms to a particular theoretical distribution (Ferdinand, 2014)

The revised R-squared coefficient of determination, which stands at 0.327, indicates that the independent variables may explain approximately 30.1% of the variance observed in pro-environmental behaviour. The remaining 69.9% is attributed to supplementary variables that have not been comprehensively examined. This finding, which is supported by a statistically significant F-test ($p < 0.05$), is in line with other research that has stressed how important it is to use a properly calibrated model in regression analysis.

- b. Hypothesis testing is a fundamental statistical procedure employed to draw inferences about population parameters by analyzing sample data.

Table 4. Multiple linear regression analysis

Variable	B	t	Significance
Student Participation		4,540	0,000
University Image	0,117	1,103	0,271
Institutional Support		2,614	0,001

Hypothesis 1: The level of student participation has a partial influence on student awareness of sustainability.

Hypothesis 1 has been accepted at a significance level of 0.00, as seen in Table 4 for the participation variable, which is below the predetermined significance level of 0.05. The beta coefficient and t-statistic suggest a positive relationship, indicating that student

participation has a significant and favourable effect on student awareness of sustainability. This observation is consistent with prior scholarly investigations that underscore the proactive engagement of students in cultivating consciousness regarding sustainability (Vandaele, 2020). The presence of a substantial degree of participation may be construed as an indicator of the students' significant engagement in sustainability projects, hence exerting an influence on their level of consciousness.

Hypothesis 2 posits that the university's image has a partial influence on students' awareness of sustainability.

Hypothesis 2 is deemed invalid as the significance value of 0.50 for the university image variable surpasses the predetermined significance level of 0.05. This suggests that the perception of a university's image does not exert a substantial impact on students' level of awareness regarding sustainability. The findings of this study are consistent with earlier research by (Mian et al., 2020), which suggests that factors other than university image may have a greater influence on the development of sustainability awareness among students.

Hypothesis3: The level of institutional support has a partial influence on student awareness of sustainability.

Hypothesis 3 has been deemed statistically significant at a significance level of 0.00, as seen in Table 4, in relation to the variable of university support. This significance level is below the predetermined threshold of 0.05. The beta coefficient and t-score demonstrate a positive relationship, suggesting that the provision of support by universities has a statistically significant and favourable impact on students' understanding of sustainability. This discovery is consistent with prior studies that emphasize the influence of institutions on cultivating students' knowledge of sustainability (Wamsler, 2020b). The provision of robust backing from the institution has the potential to foster an atmosphere that nurtures and motivates students to exhibit heightened awareness towards matters pertaining to sustainability.

The aforementioned findings make a substantial contribution to the comprehension of the various aspects that influence students' awareness of sustainability within the university setting. Specifically, the enhancement of sustainability awareness in higher education can be achieved through the strengthening of student involvement and university support. Although the impact of university image was not shown to be statistically significant in this study, the findings can still be valuable for universities seeking to enhance their sustainability strategies. Specifically, these results suggest that universities should prioritize initiatives that empower students and provide greater institutional support in order to effectively address sustainability challenges.

- c. The study conducted a dominance test, which is a technique used to determine hierarchical relationships within a social structure (Ghozali, 2018)

The purpose of the test was to examine the relative influence of student institutional support (0.257) and student engagement (0.216) on pro-environmental behaviour. The findings suggest that the influence of student institutional support is more pronounced in comparison to student engagement. This discovery is consistent with the focus on encouraging students to actively participate in promoting sustainability initiatives. The high occurrence of student participation implies that strategic interventions should give priority to nurturing and encouraging student engagement in order to achieve more significant results in promoting environmental stewardship.

The results of the dominance test highlight the significant influence of university support on the development of pro-environmental behaviour among students, surpassing the impact of student engagement. This suggests that the university's support plays a crucial role in fostering sustainability awareness and promoting sustainable actions. Realizing that this is the case requires a shift in strategy, forcing institutions to put more effort into creating a good environment and encouraging students to get involved so that environmental accountability makes bigger steps forward. This observation carries importance for colleges that are aiming to implement successful strategies in order to foster a culture of sustainability among their student population.

5. Conclusions

In summary, this study examined the intricacies of sustainability consciousness within the context of university students, placing particular emphasis on the impacts of student participation, university image, and institutional support. The results of the study are as follows:

- a. **The Relationship between Student Engagement and Sustainability Awareness**
The study revealed a notable and favourable correlation between student involvement and the level of sustainability awareness exhibited by students. This highlights the crucial significance of active engagement in sustainability projects in moulding the awareness and accountability of students towards environmental concerns.
- b. **The Impact of University Image on Sustainability Awareness.**
In contrast to initial assumptions, the perception of universities did not prove to be a key determinant in shaping students' level of awareness regarding sustainability. This implies that there are other influential elements, other than the institution's perceived image, that have a greater impact on shaping students' views and behaviours towards sustainability.
- c. **The topic of institutional support and sustainability awareness is of great importance in academic discourse.**
The study highlighted the considerable importance of institutional support in raising awareness of sustainability, surpassing the impact of student participation. This underscores the pivotal role of the institution in cultivating an atmosphere that promotes and sustains students in their pursuit of heightened environmental conscientiousness.

The implications of the given information are as follows:

- a. **Strategic Interventions**
The prioritization of strategic interventions aimed at fostering and encouraging active student involvement suggests that universities should place importance on cultivating and promoting the positive effects of student participation. This may encompass the establishment of sustainability-oriented activities, projects, and campaigns aimed at motivating students to actively participate in promoting environmental stewardship.
- b. **Reassessment of Image Perception**
The lack of considerable influence exerted by university image necessitates institutions to reassess their approaches in terms of effectively communicating their dedication to sustainability. While acknowledging the value of a favourable image, it is imperative for institutions to acknowledge that actual support and efforts might potentially exert a more significant impact on students' awareness of sustainability.
- c. **The role of institutional support as a significant factor in driving success.**
The significance of institutional assistance is underscored by its pivotal role in fostering knowledge of sustainability. It is imperative for universities to allocate resources towards the development of comprehensive support systems, encompassing policies, resources, and a nurturing environment, with the aim of empowering students in their pursuit of

sustainability. This could entail the establishment of specialized sustainability departments, allocation of resources to support student-led endeavours, and incorporation of sustainability principles into the educational curriculum.

- d. Developing a Culture of Sustainability: The primary inference is the imperative for higher education institutions to foster a widespread culture centered around sustainability. This entails the incorporation of sustainability principles into diverse facets of university life, cultivating a feeling of accountability among students, and establishing the requisite support systems to facilitate enduring involvement.

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