

EXPLORATION OF GREEN ENVIRONMENTAL PRO-BEHAVIOR OF FISIP STUDENTS, UNIVERSITY OF LAMPUNG

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Abstract

Complex environmental problems due to global warming are problems that have a negative impact on human life. One of the preventive efforts that can be done is by inviting universities to reduce the impact of global warming through the implementation of green metric programs on campus. This study aims to determine and analyze how much the tendency of FISIP University of Lampung students' behavior is in behaving environmentally friendly. This study uses a quantitative descriptive method. The respondents of this study were FISIP University of Lampung (Unila) students. The instruments and data analysis used pro-environmental theory and UI Greenmetric guidelines. The results of the study showed that the average student response to green environmental behavior in FISIP Unila students was 6 green metric indicators: Setting & Infrastructure (71.46%), Energy and Climate Change (65.03%), Waste (71.70%), Water (70.35%), Transportation (70.56%), and Education/daily activities on campus related to the green environment (40.38%).

Keywords: green metrics, pro-environmental behavior, climate change

INTRODUCTION

The issue of global climate change significantly affects the quality of human life, highlighting the urgent need for heightened environmental awareness. One approach to evaluating environmental sustainability in educational institutions is through GreenMetric. In particular, UI GreenMetric in Indonesia stands as the world's first university ranking system based on the commitment of higher education

institutions to environmentally sustainable management on campus. Its primary objective is to foster the implementation of sustainable practices and enhance environmental awareness among students.

However, universities face several challenges in integrating the GreenMetric framework into campus life to promote sustainable development. These challenges include a lack of comprehensive understanding among students regarding the importance of sustainability and environmentally friendly practices, inadequate infrastructure to support sustainability initiatives, and the limited capacity of students to actively participate in GreenMetric activities. Additionally, low engagement in existing sustainability programs can impede efforts to cultivate a green campus. Overcoming long-standing habits, such as reliance on private vehicles and inefficient resource use, further complicates the transition. Another key challenge lies in effectively integrating sustainability issues into the curriculum and campus activities (Puspadi et al., 2016).

By addressing these obstacles, universities can create a more supportive environment for sustainability and encourage student involvement, ultimately contributing to the development of green campuses.

Understanding student behavior in relation to environmental practices enables campuses to make data-driven decisions about policies and initiatives for effective GreenMetric implementation. Universities that are actively engaged in GreenMetric initiatives often gain global recognition, enhancing their reputations as institutions committed to social and environmental responsibility. This not only attracts environmentally conscious prospective students but also strengthens the university's standing in global rankings and accreditations. Furthermore, exploring pro-environmental behavior and fostering information literacy can reveal new areas for research and innovation in sustainability. This paves the way for universities to take on leadership roles in green technology and sustainable solutions, promoting interdisciplinary collaboration as well as partnerships with industry (Suara Unpar, 2021).

The exploration of students' pro-environmental behavior holds significant potential for fostering a more sustainable campus environment. By raising awareness, increasing participation, and garnering support from the entire academic community, the GreenMetric initiative can be implemented more effectively. This would position the campus as a driving force in environmental conservation and as an agent of change in promoting sustainability.

The Theory of Planned Behavior (TPB) posits that individual behavior is shaped by intentions, which are determined by three key factors: attitudes, subjective norms, and perceived behavioral control. In the context of environmental sustainability, individuals with a positive attitude toward sustainable practices are more likely to engage in environmentally friendly behaviors. This theory offers a

valuable framework for understanding green behavior among students at FISIP Unila within the GreenMetric initiative.

First, students' attitudes toward sustainability play a crucial role in motivating their participation in green programs. When students hold favorable attitudes towards the GreenMetric initiative, they are more inclined to actively engage in activities such as recycling campaigns, energy conservation, and reducing plastic consumption. Positive attitudes stem from an awareness of the benefits of these practices, both for the environment and for the campus community.

Subjective norms, which refer to students' perceptions of social pressure and support from peers and the broader campus community, also significantly influence their behavior. When students perceive that sustainable behavior is endorsed and valued by their peers, faculty, and university administrators, they are more likely to participate in green initiatives. This sense of social support reinforces their commitment to sustainable actions, making them feel part of a collective effort to improve environmental outcomes on campus.

Finally, perceived behavioral control students' belief in their ability to successfully perform sustainable actions plays a role in determining the extent to which they engage in these behaviors. If students perceive that they have the necessary resources, knowledge, and institutional support to engage in sustainable practices, they are more likely to do so. This highlights the importance of providing adequate infrastructure and educational programs to empower students in their green behavior efforts.

By applying TPB, universities can better understand the factors driving student participation in sustainability programs and develop targeted interventions to enhance engagement in the GreenMetric initiative. However, perceived behavioral control is a critical factor in determining whether students can effectively engage in sustainable practices. Challenges such as inadequate facilities and limited access to information can significantly hinder students' ability to participate actively in green initiatives. To enhance this aspect of behavioral control, universities must provide the necessary resources and infrastructure that support sustainability efforts. For instance, ensuring the availability of recycling bins, energy-efficient facilities, and educational campaigns on environmental issues can empower students to take meaningful action.

By aligning sustainability initiatives with the principles of the Sustainable Development Goals (SDGs), universities can design more comprehensive and effective programs that increase students' intention to engage in environmentally friendly behavior. These programs could include workshops, sustainability-focused curriculum enhancements, and active campaigns that encourage green practices. Additionally, fostering a culture of sustainability through continuous reinforcement

of the university's commitment to environmental goals helps solidify students' pro-environmental intentions.

This holistic approach not only improves students' perceived behavioral control but also creates a more supportive and sustainable campus environment. Ultimately, these efforts contribute to achieving the sustainability targets outlined in the GreenMetric initiative, ensuring that campuses serve as models of environmental stewardship and responsible behavior.

Pro-environmental theory posits that time spent in natural settings can enhance pro-environmental attitudes and behaviors, as exposure to nature fosters values aligned with sustainability and increases individual engagement in environmentally friendly actions. This theory emphasizes understanding the motivations and behaviors that promote environmental conservation, making it particularly relevant in the context of FISIP Unila students and the GreenMetric initiative.

Students who are exposed to environmental education and possess awareness of ecological issues are more likely to develop positive attitudes toward sustainable practices. This increased awareness encourages participation in green initiatives such as recycling, reducing plastic consumption, and engaging in energy conservation activities. Pro-environmental theory also highlights the importance of social values and norms in shaping sustainable behavior. When students observe that their peers, faculty, and the institution itself actively support sustainability, they are more likely to feel a sense of social obligation to participate in these initiatives.

Moreover, this theory underscores the significance of direct experience with the environment. Hands-on involvement in sustainability projects, such as campus clean-up campaigns or tree-planting activities, deepens students' connection to environmental causes. These experiences not only reinforce positive attitudes but also strengthen their sense of responsibility toward environmental stewardship. By actively engaging with their surroundings, students are more likely to commit to long-term sustainable behaviors, contributing to the overall success of the GreenMetric initiative and fostering a more environmentally conscious campus culture.

However, significant challenges persist. A lack of adequate facilities and limited access to information about sustainability programs can prevent students from fully engaging in environmentally friendly practices. To overcome these obstacles, campuses can apply principles from pro-environmental theory to foster a stronger culture of sustainability. This involves enhancing students' exposure to nature, providing hands-on experiences in sustainability projects, and improving the visibility and accessibility of sustainability initiatives. By doing so, universities can inspire students to adopt pro-environmental behaviors more readily.

In the long run, this approach will not only strengthen students' commitment to sustainable practices but also contribute significantly to achieving GreenMetric targets. By creating a greener and more sustainable campus, universities can position themselves as leaders in environmental responsibility, demonstrating that a comprehensive, experience-driven strategy is key to long-term success in sustainability initiatives.

RESEARCH METHOD

This research employs a quantitative descriptive method, targeting a population of 4,369 active students from the Faculty of Social and Political Sciences (FISIP) at Universitas Lampung (Unila) for the 2023/2024 academic year. Using the Yamane formula, a minimum sample size of 100 respondents was determined.

From a demographic perspective, the respondents were predominantly female, comprising 68%, while male respondents accounted for 32%. The majority of respondents (96%) were under 25 years old, mostly representing diploma and undergraduate students. A smaller portion, consisting of respondents over 25 years of age, were master's students. Regarding income, 84% of respondents reported a monthly income of less than 3 million IDR, while the remaining 16% had an income between 3-7 million IDR.

RESULT AND DISCUSSION

The findings revealed the following behavioral trends across the six UI GreenMetric indicators:

Infrastructure Setting

In the context of this study, the infrastructure setting indicator examines green environmental behavior within the FISIP Unila academic community, specifically focusing on respondents' perceptions regarding (1) their opinions about the green environment and (2) the availability of green environmental infrastructure at home and on campus (at both the university and faculty levels).

Responses concerning infrastructure settings fell within the good category, with an average score of 71.46%. More specifically, respondents' opinions about the green environment received an average score of 74.01%, indicating a generally positive outlook among the majority of respondents. This favorable perception likely stems from the questions posed regarding the green environment, where most respondents expressed supportive views.

However, the average score for the infrastructure setting itself was rated in the moderate category at 67.64%. This lower score can be attributed to the respondents' feedback being largely limited to existing conditions, particularly with

respect to the infrastructure surrounding their homes and campuses. Many of these conditions are physical attributes that cannot be readily modified, thereby impacting the overall assessment of infrastructure settings.

This analysis highlights the importance of both positive perceptions of the green environment and the need for further development of sustainable infrastructure to enhance pro-environmental behavior within the academic community.

Energy, System Change, and Transportation

The indicator concerning energy use, system change, and transportation is critical for universities and campuses in addressing sustainability and climate change issues. This indicator encompasses several specific sub-indicators, including the use of energy-efficient equipment, policies promoting renewable energy, total electricity consumption, energy conservation programs, green development initiatives, climate change adaptation and mitigation strategies, and policies aimed at reducing greenhouse gas emissions. By focusing on these aspects, both the general public and academic institutions can enhance their efforts to improve energy efficiency within their buildings and optimize the use of natural resources.

In addition to energy use, the transportation system significantly contributes to creating a green environment, particularly in efforts to reduce carbon emissions and pollutants on campus. Implementing transportation policies that limit the number of motor vehicles, along with promoting the use of campus buses and bicycles, can foster a healthier environment. Policies encouraging pedestrian movement will motivate students and staff to walk rather than rely on private vehicles. Furthermore, adopting environmentally friendly public transportation options will help decrease the carbon footprint associated with campus activities.

The average scores for the indicators in this category were as follows: energy scored 63.32%, system change received a score of 66.73%, and transportation achieved an average of 70.56%. These scores suggest that while there is room for improvement in energy and system change practices, transportation policies are relatively more robust in promoting a sustainable campus environment. Continuous efforts in these areas are essential for universities to effectively contribute to a greener and more sustainable future.

Waste Management and Water

This indicator addresses the critical aspects of waste management and recycling, which are essential for organizing and fostering a sustainable green environment. Given the multitude of campus activities that involve various stakeholders, the generation of waste is inevitable, necessitating effective

management strategies. This includes the implementation of diverse waste recycling programs that address organic, inorganic, and paper waste.

In parallel, the water indicator focuses on water usage and conservation programs, as well as the protection of water sources. Key criteria for this indicator encompass water-saving initiatives, the use of recycled water, and overall water conservation efforts.

Responses from student respondents regarding waste management were rated in the good category, achieving an average score of 71.70%. Similarly, responses concerning water management also fell within the good category, with an average score of 70.35%. These positive ratings can be attributed to the recognition among students who represent the largest segment of the campus population that campus activities are inherently linked to waste generation and the essential need for water.

Overall, the encouraging scores in both waste and water management highlight the awareness and engagement of the academic community in promoting sustainable practices. However, ongoing education and enhanced programs are vital to further improve waste management and water conservation efforts on campus.

Education (environmentally charged activities in my daily life on campus)

This indicator relates to activities in the field of education on campus either as students or education personnel related to environmentally charged activities in daily life on campus. Student responses are in the low category (40.38%). This is because most students are on campus because there are lecture and extracurricular activities that tend not to require full time on campus.

CONCLUSION

The results indicated that the average percentage of pro-green environmental behavior within the FISIP Unila academic community falls within the good category, with an overall average of 70.30%. This finding reflects a strong commitment among students and faculty to engage in environmentally friendly practices, demonstrating their awareness of sustainability issues and their willingness to contribute to a greener campus environment. Continuous efforts to enhance awareness and participation in sustainable initiatives are essential to maintain and improve these positive behaviors.

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