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## PREPARING THE FUTURE GENERATION FOR SUSTAINABILITY

*Esti Dwi Rinawiyanti, S.T., MBA, Ph.D*

Industrial Engineering Department, Universitas Surabaya

[estidwi@staff.ubaya.ac.id](mailto:estidwi@staff.ubaya.ac.id)

### **Abstract:**

Higher education institutions (HEIs) perform functions and responsibilities to develop future generations with integrity and high moral standards who can adapt to change. In addition to Indonesia's dedication to achieving the Sustainable Development Goals (SDGs), HEIs in Indonesia are crucial to these endeavors. The purpose of this study is to explore the sustainability practices in HEIs. The University of Surabaya (UBAYA), one of the private universities in Indonesia, was chosen as a case study. This study employed the content analysis method through data and information connecting to sustainability activities undertaken by UBAYA from 2020 to 2022. To investigate the extent to which UBAYA has incorporated sustainability, gathered data was grouped in accordance with SDGs. This finding reveals that UBAYA has actively participated in a range of sustainable activities. 28 out of 50 activities were found to be related to sustainability based on the content analysis findings. Of these, 11 activities supported SDG 1 of reducing poverty, 9 activities linked to SDG 4 committed to creating high-quality education, and 8 activities related to SDG 3 of achieving good health and well-being. The finding also indicated that UBAYA promotes the SDGs' realization through a variety of sustainability programs, both on and off campus. To carry out these programs, UBAYA worked in collaboration with internal and external sectors, such as non-governmental organizations, the commercial sector, and the government. The findings confirmed that HEIs advance sustainability practices to achieve the SDGs. Thus, through SDG-related initiatives, HEIs can increase awareness of sustainability both on and off campus.

Higher education institutions (HEIs) have a significant role in accomplishing sustainable development goals (SDGs) through innovation, knowledge development, and the development of human resources. HEIs are directly or indirectly associated with all SDGs (Chankseliani, M., McCowan, 2020). As transformation agents, HEIs can transform society and educate the future generation of leaders who will make the SDGs a reality (Giesenbauer & Müller-Christ, 2020; Žalėnienė & Pereira, 2021). The goal of sustainability in HEIs is to equip students with the abilities and competencies to not only learn and produce knowledge but also to improvise, adapt, innovate, and create (Barth et al., 2007).

The reputation and prestige of a university are also greatly influenced by sustainability (Salvioni et al., 2017; Žalėnienė & Pereira, 2021). Universities with the highest ranking are universities that foster a culture of sustainability and have a long-term perspective on student growth (Salvioni et al., 2017). As a result, including sustainability concepts is essential to enhancing the reputation, image, and quality of HEIs' research. HEIs' sustainable development has an impact on the economy, social concerns, environment, policy, culture, and demography, among other areas, both directly and indirectly (Findler et al., 2019).

To explore how HEIs implement sustainability, this study uses UBAYA as a case study. The content analysis was conducted on data and information from online public sources between January 2020 to December 2022. The result indicated that articles have been published in local and national newspapers as well as on the UBAYA website. Only 50 articles, nevertheless, dealt with the SDGs. These 50 articles were then classified into 17 SDGs. The result found that the following SDGs are frequently mentioned in these articles:

- a. Goal 1: No Poverty. Eleven articles explained the initiatives associated with SDG 1. This finding supports the claim that HEIs contribute significantly to achieving SDG 1 (Žalėnienė & Pereira, 2021).
- b. Goal 4: Quality Education. Nine articles described the sustainability activities related to SDG 4. This finding is in line with the argument that HEIs support greatly to SDG 4 achievements by ensuring that

everyone has access to inclusive and high-quality education (Owens, 2017). It is the best approach to achieve the SDGs and promote sustainable development (Žalėnienė & Pereira, 2021).

- c. Goal 3: Good Health and Well-being. Eight articles indicated activities related to Goal 3. This finding is consistent with the claim that HEI makes a substantial contribution to SDG 3 (Žalėnienė & Pereira, 2021).

According to the findings, the sustainability initiatives undertaken by UBAYA can increase awareness of sustainability, particularly among the people they benefit. Through funding from both internal and external sources, UBAYA was able to carry out these initiatives and foster collaboration with both internal and external stakeholders. The finding also identified that the SDGs can be implemented in a very broad geographic area. These initiatives show the need for sustainability adoption to permeate the entire organization and result in specific choices and actions (Niedlich et al., 2020). The findings revealed that HEIs have a major role in creating a mindset that makes the guiding principles of the SDGs easier to understand (Žalėnienė & Pereira, 2021).