

## Contextualising the Eco-Campus Agenda in Islamic Higher Education: Insights from the Institutional Planning

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**ABSTRACT:** *This study aims to examine the initial planning stages of Institut Agama Islam Negeri (IAIN) Curup's transformation into an environmentally conscious campus (Eco-Campus). This study addresses the gap in the implementation of sustainability concepts within religious higher education institutions in Indonesia. This study emphasizes the importance of integrating environmental awareness into institutional development strategies based on UI GreenMetric indicators. The study employed a descriptive qualitative approach with field studies conducted at IAIN Curup and relevant government agencies. Data collection techniques included interviews, observation, documentation, and literature review. Data analysis was conducted using a descriptive approach, fishbone diagrams, and a SWOT analysis to evaluate institutional readiness and planning strategies. The results indicate that although the campus's ecological and physical conditions support eco-campus development, stakeholders' understanding remains limited. There is a lack of valid and accurate data and the absence of integrated environmental education policies and programs. The majority of respondents still interpret eco-campus narrowly as a greening activity, not addressing the full aspects of sustainability. Limitations in this study include the limited availability of accurate environmental data and technological barriers common to institutions in developing countries. This limits the direct application of the research findings in the short term. This research provides an original contribution in the form of a local analysis of eco-campus readiness in Islamic educational institutions, a topic rarely studied. The results provide practical insights for integrating sustainability principles into campus governance and academic culture. These findings can inform further research and policy development at similar institutions.*

Penelitian ini bertujuan untuk mengkaji tahap awal perencanaan dalam transformasi Institut Agama Islam Negeri (IAIN) Curup menjadi kampus berwawasan lingkungan (*Eco-Campus*). Studi ini merespons adanya kesenjangan implementasi konsep keberlanjutan di lingkungan perguruan tinggi keagamaan di Indonesia. Penelitian ini menekankan pentingnya integrasi kesadaran lingkungan ke dalam strategi pembangunan institusi berdasarkan indikator *UI GreenMetric*. Penelitian menggunakan pendekatan

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kualitatif deskriptif dengan metode studi lapangan yang dilaksanakan di IAIN Curup serta instansi pemerintahan terkait. Teknik pengumpulan data meliputi wawancara, observasi, dokumentasi, dan studi pustaka. Analisis data dilakukan dengan pendekatan deskriptif, *fishbone diagram*, serta analisis SWOT untuk mengevaluasi kesiapan kelembagaan dan strategi perencanaan. Hasil penelitian menunjukkan bahwa meskipun kondisi ekologis dan fisik kampus mendukung pengembangan *eco-campus*, pemahaman para pemangku kepentingan masih terbatas. Terdapat kekurangan data yang valid dan akurat serta belum adanya kebijakan dan program pendidikan lingkungan yang terintegrasi. Mayoritas responden masih memaknai *eco-campus* secara sempit sebagai kegiatan penghijauan, belum menyentuh aspek keberlanjutan secara menyeluruh. Keterbatasan dalam penelitian ini mencakup keterbatasan data lingkungan yang akurat serta hambatan teknologi yang umum dijumpai pada institusi di negara berkembang. Hal ini membatasi penerapan langsung dari hasil penelitian dalam jangka pendek. Penelitian ini memberikan kontribusi orisinal dalam bentuk analisis lokal tentang kesiapan *eco-campus* pada institusi pendidikan Islam, yang masih jarang dikaji. Hasil penelitian memberikan wawasan praktis untuk mengintegrasikan prinsip keberlanjutan ke dalam tata kelola kampus dan budaya akademik. Temuan ini dapat menjadi dasar pengembangan riset lanjutan dan kebijakan di institusi serupa.

**Keywords:** *Eco-Campus, UI GreenMetric, Environmental Planning, Sustainable Development.*

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## I. INTRODUCTION

Climate change and global warming have become urgent global challenges that threaten ecological balance and human wellbeing. These environmental crises demand active participation from all societal sectors, including higher education institutions, which play a crucial role in shaping sustainable mindsets and practices (Finlay & Massey, 2012). Within this framework, Islamic higher education institutions hold a distinctive moral and spiritual responsibility to integrate environmental ethics rooted in Islamic teachings into institutional policies and academic culture (Hajar, 2024). The urgency of addressing climate issues, therefore, provides a strategic momentum for developing environmentally conscious campuses, Eco-Campus models within Islamic universities such as Institut Agama Islam Negeri (IAIN) Curup.

Global warming has become a critical global environmental issue, where pollution and environmental degradation are seen as factors contributing to the loss of Earth's natural state. The global community is becoming increasingly aware of the need to address these threats due to their potential to endanger life on Earth. Immediate action is required to mitigate these dangers (Mohamed, 2014). Nationally, environmental issues in Indonesia include forest fires, oil pollution, flooding, deforestation, waste and landfill issues, and reclamation activities. A preliminary study conducted by the Bengkulu Province Environmental Agency (*Dinas Lingkungan Hidup dan Kehutanan/DLHK*) and interviews with Mr Tedi Hidayat S.Sos., Head of Capacity Development, reveal that local environmental issues in Bengkulu Province include deforestation, with 657,049

hectares or 71% of the 924,631 hectares of forest being damaged due to illegal logging and encroachment; pollution of rivers; and environmentally unfriendly mining practices (Hidayat, 2025).

Environmental problems are shared issues that require the synergy of all community elements, including the academic community (Abdelzaher et al., 2019). There is high anticipation for academic input on environmental issues due to the crucial role a good environment plays in supporting a healthy and quality life. In line with the Environmental Protection and Management Law (*Undang-Undang Perlindungan dan Pengelolaan Lingkungan Hidup/UPPLH*) No. 32 of 2009, which states that every person has the right to a good and healthy environment as part of human rights, it is imperative to maintain an environment that ensures health and wellbeing (Kanwal, 2024). Building upon this gap, the present study aims to examine the institutional planning processes and strategic initiatives undertaken by IAIN Curup in its transition toward an Eco-Campus. Specifically, it explores how Islamic educational values, leadership commitment, and organisational culture influence the formulation of environmentally sustainable policies and practices. By situating the Eco-Campus agenda within the framework of Islamic higher education, this study provides a contextual model that bridges environmental sustainability with spiritual and educational missions, an area that remains underrepresented in existing literature (Destriani et al., 2023).

The Program Eco-Campus aimed at creating a sustainable campus. Essentially, a sustainable campus integrates environmentally conscious concepts into every component of campus life (Moslimany et al., 2024). A campus consists of two main components: the *Tridharma* of Higher Education and Campus Management as its implementation. The goal of an Eco-Campus/green campus is to integrate management and protection into the *Tridharma* of Higher Education (Yetri et al., 2024). Based on various perspectives, an Eco-Campus/green campus is generally depicted as a green, clean, and comfortable campus that implements energy efficiency, low emissions, conservation, and resource management while enhancing environmental quality (Liu et al., 2021). This is achieved by educating the entire academic community to utilise campus resources effectively and efficiently, adopting healthy lifestyles, and creating a conducive learning environment sustainably (Rahaju et al., 2022). However, limited research has assessed how environmental values are aligned with the spiritual and educational missions of Islamic higher institutions, thus providing a new layer of contextual inquiry (Destriani et al., 2024). Previous studies, such as those by Purwani et al. (2025), have explored the eco-campus implementation in public universities, focusing mainly on energy efficiency and waste reduction, but few have addressed the integration in religious-based higher education.

An Eco-Campus/green campus does not merely refer to the physical aspects of the campus, such as green parks, green grass, green-painted buildings, green-colored academic attire, and environmental slogans (He et al., 2020). Literally, achieving an Eco-Campus means fostering a culture, behaviour, and mindset that is environmentally friendly within every element of the campus, thus turning it into a habitual practice. Raising awareness about managing and protecting the environment, starting from the campus, will provide a foundation for students and other academic members to continue similar practices in their own environments and wherever they may be (Ma et al., 2026). Despite its relevance, the concept of Eco-Campus is still underdeveloped in many Indonesian Islamic universities, leading to a need for structured institutional efforts in this domain (Cheng et al., 2026). There is a scarcity of studies that investigate eco-

campus implementation within Islamic higher education institutions, especially in rural or second-tier regions like IAIN Curup. Since the official transformation from STAIN to IAIN Curup, campus development has continued, both physically and non-physically. It is now time for the development and advancement of IAIN Curup's campus to adopt an environmentally-conscious campus concept. This is directly implied in IAIN Curup's latest Vision with its keyword: Islamic Moderation. According to Quraish Shihab, a moderate attitude invites Muslims to interact, engage in dialogue, and be open-minded towards all parties, including religions, cultures, civilisations, global developments, and so on.

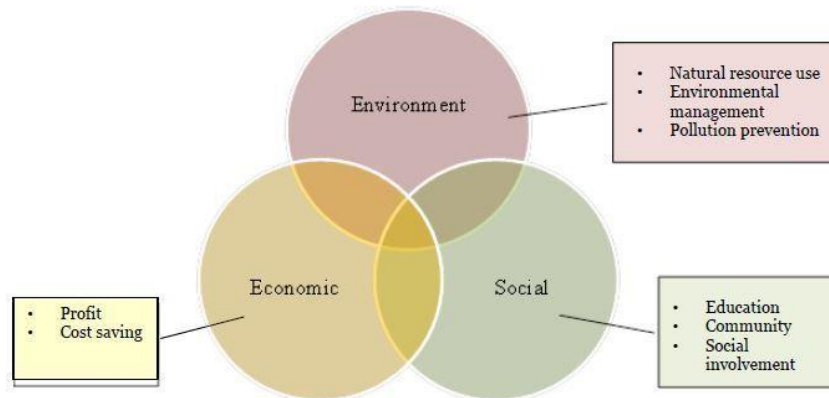
The young intellectuals who are expected to pioneer environmental preservation actions are the campus community. Their efforts can have a significant impact on the sustainability of the environment, even with small and concrete actions. Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs (Sun et al., 2024). The above definition includes two concepts: "Need" and "Limitation," which refer to the constraints imposed by technological and social organisational conditions that determine the environment's ability to meet present and future needs. In summary, sustainable development can only be achieved through implementation (Tiyarattanachai & Hollmann, 2016). A sustainable environment requires methods to meet needs appropriately by reducing material consumption and environmental damage without compromising the quality of life. This can be achieved through efficiency, material reuse, and the application of technological advancements.

The principles of sustainable development include: 1) Futurity: Humans should not engage in current activities that damage the environment and impact the future, since not all natural resources are renewable. 2) Equity: Current generations should conduct activities in a balanced manner because imbalances between resources and environmental services can lead to environmental damage. 3) Public Participation: This is a crucial aspect of democratic governance in public service planning. 4) Environment: This principle acknowledges the value of ecosystems as valuable resources that must be conserved

Essentially, an Eco-Campus is based on the following principles: 1) the difficulty of addressing environmental issues in isolation, 2) the potential for knowledge transfer through formal and non-formal education, 3) active student involvement leading to a high level of environmental awareness and management, 4) increased student-environment interactions, and 5) enhanced community participation (Zhang et al., 2022). To achieve an Eco-Campus, concrete actions that promote environmental friendliness are required. These include resource conservation and recycling, energy and chemical savings, pollution awareness, and incorporating environmental education into the campus curriculum. Additionally, raising environmental awareness both internally and externally within the campus is crucial (Yanto et al., 2022).

UI GreenMetric is a benchmark for campus sustainability efforts, aimed at conducting online surveys to assess university sustainability programs and policies worldwide (Husin et al., 2025). Launched in 2010, Green Metric UI has been participated in by 719 institutions globally. According to Sari et al. (2025) Green Metric indicators have been effective in shaping sustainable governance in Indonesian universities. The initiative is fully supported by the Ministry of Research, Technology, and Higher Education (*Kemendikristek Dikti*) and is currently under development. Although Green Metric has

been widely used, its application and adaptability within Islamic campus contexts remains unexplored mainly (Rachmadian et al., 2025). The conceptual framework of Green Metric UI consists of three aspects: environment, economic, and social, as illustrated in the image below:



**Figure 1.** Framework for adopting sustainability development concepts

The criteria and indicators used to measure sustainability in the campus environment include:

**Table 1. Criteria in ranking and their weights**

No	Criteria	Percentage of Total Points (%)
1	Setting and Infrastructure (SI)	15
2	Energy and Climate Change (EC)	21
3	Waste (WS)	18
4	Water (WR)	10
5	Transportation (TR)	18
6	Education (ED)	18
TOTAL		100

From the above explanation, this study aims to examine the campus community's understanding of the eco-campus program and the planning processes involved in the transition toward an environmentally friendly campus at IAIN Curup. This study contributes to the academic discourse by providing a contextual and empirical model of eco-campus development planning within an Islamic higher education setting.

## II. METHOD

This study employed a qualitative descriptive approach aimed at exploring the early stages of transforming IAIN Curup into an environmentally conscious campus (Eco-Campus). The research was conducted at IAIN Curup, Bengkulu Province, and supported by data obtained from the DLHK of Bengkulu Province and the Department of Environment (*Dinas Lingkungan Hidup/DLH*) of Rejang Lebong Regency, particularly the Waste Management Regional Technical Implementation Unit (*Unit Pelaksana Teknis Daerah/UPTD*). The fieldwork took place during the even semester of the 2019/2020 academic year June–August 2020.

The selection of participants was based on purposive sampling, targeting individuals directly involved in campus environmental management and planning, including



### III. RESULT AND DISCUSSION

#### Understanding of the Academic Community Regarding the Eco-Campus Program

In understanding the eco-campus concept, the researcher will present findings related to campus management, academic community, environmental conditions, and data completeness. The details are as follows:

##### *Campus Management*

##### 1. Curriculum

Interviews were conducted with Dr Beni Azwar, M.Pd., Kons, the Vice Rector for Academic Affairs, is amid his busy schedule. His understanding of the eco-campus concept was explained as follows;

"There are three competencies that a campus must have: academic competence, religious competence, and edupreneurship competence. These three competencies are present in the curriculum at IAIN Curup. An eco-campus can be realised through these competencies, particularly the religious competence, because religion teaches cleanliness, coolness, and comfort. Additionally, the edupreneurship competence in each program can be directed towards utilising vacant land as a learning medium, adding value for students. However, so far, there has been no inclusion of environmental topics in courses or general seminars" (Azwar, 2025).

The Vice Rector's statement highlights three key competencies: academic, religious, and edupreneurship that form the basis of IAIN Curup's curriculum. Conceptually, these competencies represent strategic entry points for integrating sustainability into Islamic higher education. The religious competence aligns with Islamic environmental ethics, positioning humans as *khalifah* (stewards of nature) responsible for maintaining cleanliness and harmony, reflecting the ecocentric paradigm. Meanwhile, edupreneurship competence corresponds with Education for Sustainable Development (ESD) through experiential learning, such as using vacant land as a living laboratory for environmental and economic innovation. However, the absence of environmental content in the curriculum or seminars indicates a gap between potential and implementation. From the perspective of institutional learning theory, IAIN Curup remains at the single-loop learning stage, where awareness exists but has not yet evolved into structural and cultural transformation toward an eco-campus. The researcher also conducted a Focus Group Discussion (FGD) with several lecturers to gain deeper insights into their understanding of an eco-campus. Some lecturers expressed that an eco-campus is characterised by being green, clean, and environmentally conscious, with waste separated into organic and non-organic categories.

##### 2. Teaching Culture

Regarding teaching culture, observations indicated that the teaching culture at IAIN Curup, particularly in the field of edupreneurship, has not yet been associated with eco-campus principles. An interview with Irni Latifah Irsal, M.Pd., an edupreneurship lecturer, revealed;

"Currently, edupreneurship education remains within the scope of the study field. In the Tadris Mathematics program, edupreneurship courses focus on creating learning media such as videos and other resources. However, I always prioritise

cleanliness and the appropriate use of in-focus projectors and lighting in the classroom, ensuring energy is used effectively" (Irsal, 2025).

The statement illustrates that ideapreneurship learning at IAIN Curup is still confined to academic and technical creativity, such as producing learning media. Conceptually, this reflects the instrumental stage of ESD, where innovation is applied without broader ecological integration. The lecturer's emphasis on cleanliness and energy efficiency demonstrates emerging environmental awareness, yet it remains individual rather than institutional. From the institutional learning perspective, this indicates a transition phase where personal eco-conscious practices have not yet evolved into a collective organisational culture toward an eco-campus model.

Furthermore, the researcher interviewed Ummul Khoir, M.Pd, also an edupreneurship lecturer, who stated;

"In the PGMI program, edupreneurship education focuses on making cakes, beverages, and other foods. Here, students learn things not covered in the curriculum but align with their interests or hobbies, providing potential for economic improvement after graduation. Therefore, I have not yet directed it towards the eco-campus concept" (Khoir, 2025).

The statement indicates that ideapreneurship in the PGMI program emphasises economic creativity rather than ecological awareness. Conceptually, this reflects the economically oriented phase of ESD, where entrepreneurship is prioritised over sustainability. Although these activities enhance students' life skills, they lack integration with environmental values. From an eco-pedagogy perspective, such learning could evolve into green entrepreneurship if directed toward sustainable production and resource efficiency, aligning economic empowerment with the eco-campus vision.

An FGD with several edupreneurship lecturers confirmed that the current education process, especially in the edupreneurship courses, has not yet addressed environmental issues. It has only focused on developing students' skills within their respective programs. Thus, edupreneurship at IAIN Curup has not been oriented towards eco-campus principles.

### 3. Research

Campus management also involves research and scientific publications, which play a crucial role in higher education as part of the Tri Dharma of Higher Education. An interview with the Head of the Research Centre, Nurjannah, M.Pd., via WhatsApp, provided insight into the understanding of Eco-Campus;

"From my observation, prior to my role as the Head of the Research Centre, there were no research themes related to the eco-campus. Although I, as the Head of the Research Centre, am not opposed to directing research towards environmental themes, research is guided by the Litapdimas account and established clusters. Therefore, if an eco-campus theme aligns with the clusters and themes in the Litapdimas account, it is permissible" (Nurjannah, 2025).

She also shared her perspective on eco-campus;

"In my view, an eco-campus is associated with cleanliness. A clean environment will enhance the atmosphere, benefiting both the academic community and the learning environment" (Nurjannah, 2025).

The statement reveals that eco-campus research at IAIN Curup has not yet become a structured institutional agenda. Conceptually, this reflects the early stage of institutionalisation within institutional theory, where environmental themes are still peripheral and dependent on external frameworks such as Litapdimas clusters. The respondent's perception of eco-campus as mere cleanliness indicates a technocentric understanding, focusing on physical appearance rather than systemic sustainability. To move forward, the institution must transition toward an ecocentric paradigm, integrating environmental research and policy as part of its academic identity.

Additionally, an FGD with the Institute for Research and Community Service (*Lembaga Penelitian Dan Pengabdian Kepada Masyarakat/LP2M*) revealed that the campus has significant potential for community service focused on environmental themes, such as demonstrating the use of beneficial waste and collaborating with students.

### ***Academic Community***

#### **1. Stakeholders**

An interview with the Vice Rector III, Dr Kusen, M.Pd., highlighted;

"There are two student organisations, Mapala (Nature Lovers Student Association) and *Pramuka* (Scouts), that have already implemented some eco-campus components. Mapala focuses on environmental care and has coordinated with the Environmental and Sanitation Agency (*Badan Lingkungan Hidup dan Kebersihan/BLHK*), providing and planting trees. Mapala also has an environmental care slogan. *Pramuka*, through its community service activities, practices cleanliness by collecting waste during and after camps. Thus, an eco-campus is a campus that cares about the environment, resulting in a clean and green campus" (Kusen, 2025).

The statement highlights that Mapala and *Pramuka* serve as grassroots agents of environmental awareness at IAIN Curup. Conceptually, their activities represent the bottom-up dimension of eco-pedagogy, where sustainability is practised through community engagement rather than policy. While these initiatives reflect the behavioural component of the eco-campus model, focusing on care and cleanliness, they remain fragmented and lack institutional integration. From a transformational leadership perspective, this stage indicates emerging ecological consciousness that requires formal reinforcement through policy and curriculum to evolve into a sustainable campus culture.

Observations of Mapala activities confirmed their efforts in waste collection and separation on campus. An interview with Vice Rector II, Dr Hamengkubuwono, M.Pd., revealed;

"An eco-campus, also referred to as an Eco-Campus, is a campus that cares about the environment. All academic community members must have a clear understanding of our future environmental conditions. Infrastructure, waste management, water, transportation, and energy should all meet eco-campus criteria. Campus buildings are always developed in collaboration with BLHK and are assessed. There should be green open spaces, waste management, and promotion of walking and cycling, as we have provided pedestrian corridors. However, achieving an eco-campus requires commitment from the leadership, in this case, the Rector of IAIN Curup. This should be reflected in IAIN Curup's Vision, Mission, and Goals. Our campus has great potential to be a green campus,

particularly due to our fertile land and the campus community's commendable gardening habits" (Hamengkubuwono, 2025).

The statement reflects an understanding of the eco-campus as an environmentally responsible institution that integrates infrastructure, waste, water, and energy management. Conceptually, this aligns with the UI GreenMetric framework, emphasising physical and managerial dimensions of sustainability. However, the emphasis on leadership commitment indicates the need for transformational leadership to institutionalise these efforts within the university's vision and mission. This illustrates the top-down dynamic of eco-campus development, where strategic commitment from leadership becomes the key driver in transforming environmental potential into an institutional culture of sustainability.

### 1. Staff

Academic staff are a crucial component of campus activities. Observations indicated that staff play an essential role in academic functions and use campus resources such as paper and energy. To understand staff awareness of the eco-campus concept, the researcher interviewed Jenny Fransiska, M.Pd., a staff member at the Faculty of Tarbiyah. She stated;

"An eco-campus is a green, clean, and tidy campus" (Fransiska, 2025).

However, Jenny Fransiska, M.Pd., did not fully understand the eco-campus concept, as she mentioned;

"Paper, electricity, and computers used are not indicators of an eco-campus. The focus should be on tree planting as a core element of an eco-campus" (Fransiska, 2025).

Observations at the Faculty of Tarbiyah revealed that many academic staff do not use paper and electricity efficiently. For example, staff often leave computers on and dispose of used paper without proper recycling.

### 2. Students

Students play a vital role in implementing the eco-campus concept. To assess their understanding, the researcher interviewed members of Mapala and *Pramuka*.

Agung Rahmat Ramadhani, the head of Mapala, stated;

"To me, an eco-campus is a campus that cares about nature. However, I only recently heard the term Eco-Campus. Our activities are guided by the nature lover's code of ethics, which includes preserving nature and using resources appropriately. We frequently engage with the community, providing education on environmental impacts and more" (Ramadhani, 2025).

The statement shows an emerging but informal understanding of the eco-campus concept, rooted in ethical concern for nature. Conceptually, this reflects the ecocentric value orientation within eco pedagogy, where awareness arises from moral engagement rather than institutional policy. The respondent's community-based activities align with experiential learning in ESD, yet the absence of conceptual familiarity indicates that environmental awareness remains personal, not yet institutionalised into the broader eco-campus framework. Additionally, an FGD with students from various programs revealed that many students are not familiar with the concept of an eco-campus.

Therefore, there is a need for seminars and appropriate environmental education for students.

### 3. Environmental Conditions

Situated between Bukit Kaba and Bukit Barisan, the campus area features smooth, fertile soil and cool air. The campus environment is clean and refreshing. However, the eco-campus concept is not yet fully realised. The campus lacks extensive green areas and open spaces.

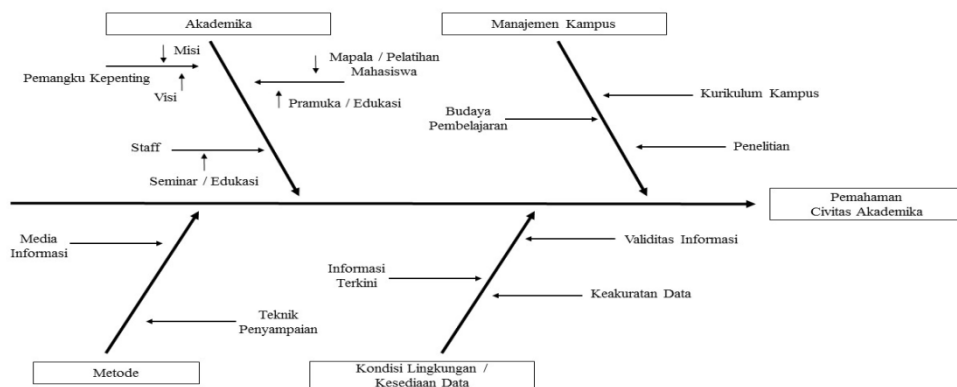
To clarify, Dr Hamengkubuwono, M.Pd., the Vice Rector II, explained;

"The environmental conditions at IAIN Curup have significant potential for developing an eco-campus. The planning for the campus transformation from STAIN to IAIN Curup includes provisions for open spaces and buildings supporting this program, as indicated in the campus plan" (Hamengkubuwono, 2025).

The statement indicates that IAIN Curup's physical environment and spatial planning provide a strong foundation for eco-campus development. Conceptually, this aligns with the Setting and Infrastructure (SI) indicator in the UI GreenMetric framework, emphasising spatial readiness as a prerequisite for sustainability. However, without policy and behavioural integration, this condition reflects the initial structural stage of Eco-Campus transformation, where physical potential exists. However, it has yet to evolve into a holistic environmental management system.

### 4. Data Availability

Data is a collection of information/facts used to verify accuracy. The researcher was assisted by staff members Aga Dwi Riandi and Isya Ansori in gathering data on water usage, electricity consumption, and building permits and certifications (Riandi & Ansori, 2025).



**Figure 3.** Fishbone diagram of academic community's understanding of environmentally eco-campus

Based on the diagram above, many still understand that an environmentally Eco-Campus is only about greening the campus area. However, far from greening, all indicators must be reviewed. Then there are no seminars, education and research on campus that lead to Eco-Campus itself. Stakeholders should also review global issues that have an impact on the environment. The university environment plays a crucial role

in realising an eco-campus with the basic foundation of the tridharma of higher education, namely education and teaching, research and community service. Awareness in managing and maintaining the environment for all elements, including the academic community, will have a positive impact, so that it becomes a habit that will be implemented in the surrounding environment, of course.

### **IAIN Curup's Planning for an Environmentally Eco-Campus Program**

#### ***Academic Community (Commitment and Capability)***

According to Mr Tedi Hidayat, S.Sos., Head of the Capacity Development Division at the DLHK;

"To advance IAIN Curup towards an environmentally conscious campus program, which aligns with the environmental preservation efforts promoted by both the government and private sectors, a strong collective 'commitment' from the entire academic community is essential. This commitment must be reflected in the Long-Term Plan and Strategic Plan, as articulated in IAIN Curup's Vision and Mission. Every member of the academic community should develop personal awareness about how to handle and treat the environment properly, turning it into a 'habit' and an environmentally friendly lifestyle" (Hidayat, 2025).

The statement emphasises that institutional transformation toward an eco-campus requires collective awareness and leadership-driven commitment. Conceptually, this aligns with the transformational leadership theory, where vision and shared values shape organisational culture. Embedding environmental responsibility into strategic and long-term plans reflects the institutionalisation stage in institutional change theory, transforming ecological awareness from individual behaviour into a structured, value-based system within the university.

Meanwhile, according to Mr Budi Hendra S, ST., Head of the Waste Management Unit at the Rejang Lebong DLH;

"The initial step is to shift the paradigm from treating the environment as a resource to be exploited (anthropocentrism) to one of protecting, befriending, and conserving nature (ecocentrism). Referring to the Ministry of Environment's Law No. 32 of 2009 on Environmental Protection and Management, and the concept of Environmental Wisdom (Ecosophy), all regulations and guidelines from the Ministry of Environment and other relevant ministries must be adhered to" (Hendra, 2025).

The statement underscores the paradigm shift from anthropocentrism to ecocentrism, aligning with the philosophical foundation of ecosophy, which views humans as part of an interconnected ecological system. Conceptually, this reflects the ethical dimension of sustainability, emphasising moral responsibility over exploitation. By referencing national environmental law, the respondent highlights the need for normative alignment between institutional practices and environmental policy, marking the transition from regulatory compliance to value-based environmental stewardship.

This emphasises that in planning a program or activity, such as IAIN Curup's move towards an eco-campus, a firm 'commitment' manifested through adherence to regulations and comprehensive environmental documentation, such as Environmental Impact Analysis (*Analisis Mengenai Dampak Lingkungan/AMDAL*), is crucial. This

reflects concrete actions by the campus to establish itself as an environmentally conscious institution, contributing to global environmental preservation efforts.

Additionally, Vice Rector I, Dr Beni Azwar, M.Pd., mentioned that “IAIN Curup is interested in global warming issues and has visited the State Islamic University of Raden Intan Lampung, an institution already known for its environmental awareness, with the intention of collaborating with them.” Aside from a strong commitment, IAIN Curup’s academic community must also possess good capabilities to plan and implement an environmentally conscious campus program. Capabilities refer to the necessary skills to empower or utilise available resources effectively to support the eco-campus program.

Moreover, as a gathering place for intellectuals and the training ground for future leaders, the campus is expected to set an example for other institutions in environmental management. Academics are anticipated to provide forward-thinking insights on environmental issues, given that a quality environment supports a quality life. This shift from an anthropocentric view of the environment to an ecocentric view of protecting, befriending, and conserving nature is fundamental. Achieving an eco-campus involves not just physical changes but also significant non-physical outcomes, such as raising awareness, adopting green living practices, and fostering a culture of environmental responsibility.

#### ***Data Required/Environmental Criteria (Eco-Campus Criteria)***

According to Hendra (2025), the planning criteria for organising and infrastructure in implementing an eco-campus concept, known as 'Green Building', requires certification from an independent body, such as the Indonesian Green Building Council. Accurate data needed includes designs for new buildings, facilities, and infrastructure that comply with eco-campus principles, as well as budget estimates. The campus blueprint should include building arrangements, educational facilities, Green Open Spaces (*Ruang Terbuka Hijau/RTH*), and campus forests for educational and research purposes. These plans must be efficient and effective to accommodate growing student numbers and educational facility needs.

Next, planning criteria related to Energy and Climate Change involve initial steps like campus greening through planting large trees. This addresses global warming, improves the campus environment, and creates a more pleasant climate. Tree planting can involve academic community members, utilising resources such as students, faculty, staff, and local groups, which are valuable assets for IAIN Curup. Additionally, energy-saving measures should be considered in new building designs, ensuring adequate lighting, ventilation, and air circulation to reduce energy use and costs.

Regarding Waste management, Hendra (2025) describes the 3-R concept: 1) Reduce, 2) Reuse, 3) Recycle. Effective waste management requires implementing the 3-R principle to reduce increasing management costs. Waste should be managed independently by a dedicated team within the Sustainable and Environmentally Conscious Campus Development Team (*Tim Pengembangan Kampus Berkelanjutan dan Berwawasan Lingkungan/TPKBBL*). Initial steps include providing separated waste bins in each building for organic (biodegradable), inorganic (non-biodegradable), and hazardous waste (*Bahan Berbahaya dan Beracun/B3*). Organic waste can be composted, while non-physical waste management involves environmental education through pamphlets, stickers, brochures, and announcements. For water management, planning includes creating infiltration wells and biopores around the campus, especially

in parking areas and gardens. Educational efforts should include reminders about water conservation through various media.

### **Method**

The method adopted in planning the eco-campus program at IAIN Curup follows a participatory and consultative planning model that integrates academic, governmental, and expert perspectives. The planning process was carried out in collaboration with the Bengkulu Province DLH to ensure that institutional initiatives aligned with national and regional environmental regulations. This participatory model involved several stages: initial assessment, identifying the environmental conditions and potential of the campus area; strategic consultation, engaging environmental and architectural experts to design sustainable development frameworks; and policy integration, aligning the eco-campus agenda with the institutional vision, mission, and strategic plan (*Rencana Strategis/Renstra*).

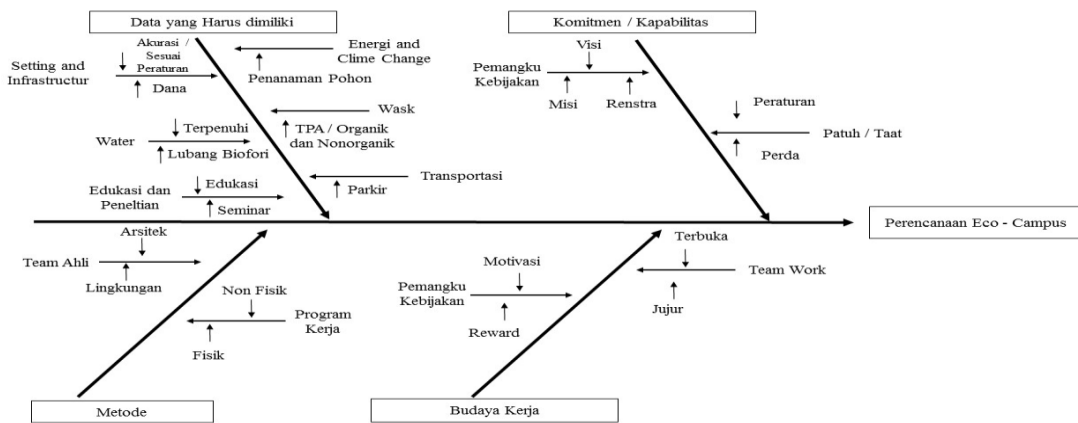
This method emphasises both physical and non-physical development planning. The physical dimension includes land use planning, infrastructure design, waste management, and green open space development. The non-physical dimension covers curriculum integration, community engagement, and awareness-building within the academic community. By combining expert consultation and institutional participation, this planning method supports a sustainable transformation framework that is consistent with the principles of Education for Sustainable Development (ESD) and the UI GreenMetric indicators. Thus, the method reflects a systematic, collaborative, and value-based approach to institutional transformation toward an eco-campus.

### **Work Culture**

To enhance employee performance and achieve the organisation's vision and mission, a "Work Culture" is established. Work culture is a concept based on habits or patterns of behaviour developed within an organisation to maintain work efficiency. Based on the Organisational Culture Assessment Instrument (OCAI), there are four types of work culture: Clan Culture, Market Culture, Hierarchy Culture, and Adhocracy Culture. For IAIN Curup's eco-campus program, a Clan Culture is proposed. This culture is characterised by a friendly and collaborative environment, where the team is considered a family working together on various activities, including decision-making. To ensure the eco-campus program runs smoothly, the proposed work culture should include:

1. Appreciating members' achievements with rewards and motivation.
2. A pleasant working environment.
3. Open and transparent communication.
4. Effective teamwork and a productive work environment.

Based on the data and collaboration with the DLH of Bengkulu Province and Rejang Lebong, a fishbone diagram is used to outline the planning process for achieving an environmentally conscious campus.



**Figure 4.** Fishbone diagram of campus planning towards an eco-campus

The diagram above can be used to conclude that to establish an environmentally conscious campus, it must meet the UI GreenMetric criteria. Achieving this goal requires a considerable amount of time, as it involves sustainable development. From the UI GreenMetric criteria, the researchers direct the campus to focus on several key aspects, namely Energy and Climate Change and Waste management.

### SWOT Analysis

The results of the interviews, observations, and documentation were further interpreted using the SWOT analysis method. The purpose of the SWOT analysis is to evaluate the factors in the university environment that present challenges and constraints, both from internal and external perspectives, in the planning of an environmentally conscious campus. The SWOT analysis, considering both internal and external factors, can be seen in the table below:

**Table 3.** SWOT analysis of internal and external factors

Internal Factors	External Factors
<b>Strengths</b>	<b>Opportunity</b>
The interest of the leadership stakeholders in global warming issues.	Government commitment to addressing global warming issues.
The commitment of policy stakeholders to develop an environmentally conscious campus.	The awareness of society towards the environment.
The campus community comprises intellectual individuals.	Shared understanding of the concept of an environmentally conscious campus.
The support of the campus organisation in addressing environmental issues.	Support from the community, non-governmental organisations, and the media towards environmental issues.
Availability of vacant land within the campus area.	
<b>Weaknesses</b>	<b>Threats</b>
Limited understanding of the environmentally conscious campus concept among campus members.	The increasing competition among universities to realise an environmentally conscious campus.

Absence of expert teams for both physical and non-physical development.	The global financial crisis.
Lack of dedicated scientific publications addressing environmental issues.	Environmentally friendly products that are still expensive.
Absence of seminars and education on environmental matters.	Security within the campus area.
Absence of specific policies from policy stakeholders regarding the environmentally conscious campus.	
Insufficiently accurate, valid, and up-to-date data related to facilities supporting the Eco-Campus program.	
Limited understanding of the environmentally conscious campus concept among campus members.	

Furthermore, the internal and external factors that have been outlined in the table above are processed into a strategy that can be considered as the final recommendation. The SWOT strategy matrix, based on the grouping of internal and external factors, can be seen in the following table:

**Table 4. SWOT strategy matrix**

<b>The Matrix of SWOT Strategies</b>	
<b>S-O Strategies</b>	<b>W-O Strategies</b>
Socialisation to the academic community and campus society regarding the Eco-Campus program.	The existence of a fixed budget allocation from the university for the Eco-Campus program.
Commitment of campus management/policy makers in the Eco-Campus program.	The existence of a fixed budget allocation from the university for research.
	Seminars and education on the development program of an environmentally conscious campus
	A gradual program of the university that leads to environmental awareness.
<b>S-T Strategies</b>	<b>W-T Strategies</b>
The university's policy regarding the Eco-Campus program with an environmental perspective.	The existence of research and scientific publications regarding the Eco-Campus with an environmental perspective.

The primary objective of this research was to analyse the internal and external factors influencing IAIN Curup's readiness in planning an environmentally conscious campus. The SWOT analysis method was employed to identify the university's strengths, weaknesses, opportunities, and threats in realising sustainable campus development. The findings revealed that institutional leadership and available physical resources provide a strong internal foundation for Eco-Campus transformation. Additionally, the

support of the academic community and campus organisations reflects a positive institutional culture toward environmental awareness. Externally, the increasing commitment of the government and public concern for environmental sustainability serve as significant opportunities for program realisation. Therefore, the study contributes to understanding the dynamics of eco-campus planning within Islamic higher education institutions (Fatah & Waro, 2025).

The results of this study indicate that IAIN Curup possesses strong leadership commitment and institutional interest in global environmental issues. This finding is consistent with previous research by Finlay & Massey (2012), who argue that the success of campus sustainability initiatives depends on visionary leadership and community participation. Furthermore, the availability of fertile land and open spaces enhances the feasibility of implementing green infrastructure aligned with the UI GreenMetric indicators (Hermawan et al., 2024). These strengths highlight that IAIN Curup has both moral and physical capacities to lead the transformation process. The findings confirm that leadership support acts as the driving force behind environmental institutionalisation (Anthony Jnr, 2021). Thus, the study reinforces prior findings emphasising leadership as a key determinant of sustainable university development (Iqbal & Piwovar-Sulej, 2022).

Despite these strengths, the study identified several weaknesses that hinder the institutionalisation of eco-campus practices. The most significant limitation lies in the limited understanding among campus members regarding the eco-campus concept. This situation mirrors the findings of Zhang et al. (2022), who observed that many developing universities experience symbolic compliance with sustainability standards. Furthermore, the absence of expert teams, updated environmental data, and specific institutional policies weakens implementation consistency. These weaknesses indicate that IAIN Curup is still at the informative stage rather than the transformative stage of sustainability development. Hence, systemic awareness and institutional learning mechanisms are required to advance toward structural transformation (Crossley et al., 2021).

In interpreting the data, it is evident that the university's external opportunities can act as catalysts for improvement. National regulations such as the Environmental Protection and Management Law No. 32 of 2009, along with public support for sustainable practices, create a favourable environment for eco-campus development. These external drivers align with the theoretical perspective of institutional change, which emphasises policy alignment as a prerequisite for sustainability transformation. Moreover, partnerships with government agencies and local communities can enhance the integration of environmental programs within the curriculum and research agenda. The collaboration between academia and policy institutions enables the creation of innovative green practices. Therefore, the presence of strong external support provides strategic momentum for IAIN Curup's transformation efforts.

The eco-campus initiatives offer direct benefits to the campus community by promoting environmental literacy and sustainable behaviour. Through socialisation and educational programs, students and staff develop greater ecological awareness and responsibility. This outcome aligns with the principles of ESD, where education becomes a vehicle for behavioural change (Zakwan et al., 2025). The inclusion of environmental themes in campus policies and academic programs enhances both practical and intellectual engagement. As a result, the eco-campus framework functions

not only as a managerial policy but also as a learning process that shapes a green academic culture. Consequently, the university's commitment contributes to nurturing responsible and environmentally conscious graduates (Mahat et al., 2022).

However, some contrary points emerged in the findings, particularly regarding resource limitations and institutional competition. The lack of funding and access to green technologies constrains program sustainability and expansion. This challenge is consistent with the findings of Fissi et al. (2021), who reported that limited institutional capacity often delays sustainability transformation. Additionally, competition among universities in achieving eco-campus recognition creates external pressure on institutions with smaller budgets. These limitations can lead to inconsistent implementation and dependency on external support. Therefore, these constraints represent real challenges that require strategic management and prioritisation of institutional resources.

The existence of these contrary conditions can be explained by the early developmental stage of IAIN Curup's eco-campus program. According to institutional theory, DiMaggio & Powell, new programs often undergo mimetic adaptation imitating external models without full contextual integration (Aksom, 2022). In this case, IAIN Curup's initiatives reflect a phase of structural imitation rather than a mature sustainability culture. Limited expertise and financial resources make it challenging to translate ideals into operational mechanisms. Additionally, the lack of institutionalised environmental education limits staff and student involvement. Hence, the current condition is a transitional stage requiring structured policy reinforcement and capacity building.

Several previous studies provide insights into addressing these limitations. For example, Sari et al. (2025) found that collaborative models involving government agencies, NGOs, and the private sector significantly enhance sustainability implementation (Islam et al., 2025). Similarly, Andriani et al. emphasised that integrating environmental values into institutional strategies strengthens identity and long-term commitment. These studies suggest that IAIN Curup can accelerate its transformation through policy partnerships and curriculum-based environmental engagement. Strengthening institutional research on green management will also position IAIN Curup as a model of Islamic eco-campus development. Therefore, leveraging collaborative and value-driven strategies is essential for overcoming existing constraints.

The implications of this study extend beyond institutional planning, offering a conceptual model for integrating sustainability within Islamic higher education. The findings highlight that successful eco-campus development depends on leadership commitment, stakeholder participation, and a continuous learning culture. By aligning environmental ethics with Islamic educational values, IAIN Curup can create a distinctive and holistic sustainability framework. This approach supports not only ecological preservation but also moral and social transformation within the academic community. Moreover, the integration of eco-campus principles into strategic planning will enhance the university's competitiveness and global reputation. In conclusion, this research emphasises that sustainability in Islamic higher education must evolve as both a moral duty and a strategic institutional direction.

#### IV. CONCLUSION

This study aimed to analyse the initial planning process for transforming IAIN Curup into an environmentally Eco-Campus by examining the academic community's understanding, institutional commitment, and readiness. The findings reveal that while the physical and ecological conditions of the campus provide a strong foundation for eco-campus development, stakeholder understanding remains limited. Environmental values have not been systematically integrated into the curriculum, research, or institutional policies. The university's eco-campus initiatives are still perceived narrowly, mainly as greening efforts rather than as a holistic sustainability framework that includes energy, waste, water, and transportation management aligned with UI Green Metric indicators. The SWOT analysis shows both internal strengths, such as leadership awareness and available land, and weaknesses, including inadequate data systems, lack of environmental policies, and low environmental literacy. Externally, opportunities arise from government support and community awareness, but financial and technological constraints continue to pose challenges. This study is limited by the availability of reliable environmental data and the absence of longitudinal observation, which restricts the generalisability of its findings. Future studies should employ mixed-method approaches and longitudinal designs to evaluate the impact of eco-campus implementation over time. Further research should also explore the integration of Islamic environmental ethics into sustainability governance models to enrich the contextual understanding of eco-campus transformation in religious higher education institutions.

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