
Evaluation of Sustainability Practices in Higher Education using ESG Concepts

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Abstract: This research aimed to evaluate sustainability practices carried out by internal stakeholders using the ESG concept. In addition, it also identified opportunities and challenges faced when carrying out sustainability practices which were then given suggestions for improvement. This research used a case study approach to evaluate the overall situation in the field. The author conducted 14 semi-structured interviews with deans, teaching staff, and students who have been involved in the process of sustainability practices at the business school. Analysis revealed that sustainability was embedded in narratives at different levels of practice. The respondents revealed how they could respond to sustainability based on their emotions and understanding and the direct of ESG practices. As business schools as part of higher education contributed to achieving SDGs, some practices were still unfulfilled due to several factors. Various considerations and plans needed to be improved, especially on awareness and policy attitudes. This study referred to Schatzki's framing of practice theory used to reveal the extent to which the level of practice was based on an operational overview through various perspectives and activities when carrying out processes using ESG concepts by considering the emotional and understanding components of carrying out sustainability practices.

Keywords: ESG, management accounting, SDGs, sustainability practices.

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INTRODUCTION

Higher education, as the highest level of formal education, carries a significant responsibility to adapt to sustainable development criteria in alignment with the achievement of the 2030 Agenda through the 17 global goals (Adhikari & Shrestha, 2023; Argento et al., 2020; Daú et al., 2023; Erin et al., 2022; Leifler & Dahlin, 2020). Therefore, universities are expected to implement the concept of sustainability in the development and operation of their activities and infrastructure.

Sustainability accounting and management accounting practices play a crucial role in achieving the targets of sustainable development goals (SDGs), which encompass economic, environmental, social, and governance objectives for organizations. These practices also contribute to planning and designing organizational strategies to address the challenges and problems encountered (Oyewo et al., 2022). The importance of corporate ethics, social and environmental management, and sustainability has been growing in both industry and academia,



with an increasing number of scholars attempting to incorporate sustainability principles into higher education within disciplines such as business, management, and accounting. The concepts related to sustainability have been consolidated into one pivotal notion—Environmental, Social, and Governance (ESG). In response to the rising demand for ESG, another challenge has emerged: keeping pace with the rapidly evolving ESG agenda. Higher education institutions, despite updating their courses and integrating sustainability concepts into their practices, continue to face this challenge (Finatto et al., 2024; Nurillayev, 2024).

Since 2018, Gadjah Mada University (UGM) has participated in the UI Green Metric World University Ranking, securing third place in Indonesia and 30th place globally in 2023. UGM's participation supports sustainability practices in areas such as regulation and infrastructure, energy and climate change, waste management, water, transportation, education, and research. Each faculty contributes to sustainability practices, which can be assessed and measured through various sustainability evaluation and measurement methods. As a leading higher education institution in Indonesia committed to contributing to the achievement of the SDGs, the Faculty of Economics and Business at Gadjah Mada University (FEB UGM) has increased its awareness of SDG-related issues, including economic, environmental, social, and governance aspects. FEB UGM has extensive expertise and knowledge in various fields, such as economics, finance, accounting, human resource management, marketing, governance, and other areas needed by organizations (Butler & Burke-Smalley, 2023). FEB UGM has recently revised its mission to incorporate sustainability, necessitating an evaluation to determine whether its practices align with the envisioned goals.

To manage sustainable goals, organizations must develop eco-friendly strategies by disclosing environmental accounting information, which is essential for accountability. This includes environmental and sustainability reporting, as well as evaluating sustainability practices, all of which enhance the organization's public image (Mgbame et al., 2020; Zhang et al., 2023). Such disclosures encourage stakeholders, particularly top management, to enhance awareness and improve environmental conditions (Adhikari & Shrestha, 2023; Putri et al., 2024), while also fostering competencies in research and writing, promoting accountability and transparency, and motivating employees (Rosa et al., 2024). In response to the increasing demand for non-financial information, the Global Reporting Initiative (GRI) and its reporting standards, derived from the Integrated Reporting (IR) framework (Sciulli & Adhariani, 2021), aim to provide information about an organization's value over time by enhancing accountability, governance, and understanding of its independence. However, GRI's disclosure tools lack academic indicators, which are crucial in the education sector, such as those for integrating sustainability into research, curricula, and green buildings (Erin et al., 2022; Rosa et al., 2024). European countries have adopted GRI more widely, partly due to a stronger focus on stakeholder needs. The adoption of GRI in universities has been pivotal for environmental reporting but was followed by a decline in CSR reporting due to the loss of reporting champions and perceived inefficacy in regaining legitimacy (Sciulli & Adhariani, 2021).

The ESG concept is used as a framework for addressing sustainability issues, serving as a key factor in evaluating environmental and social performance while also considering governance performance to achieve long-term sustainability (Iqbal & Nosheen, 2023). Previous research has discussed the use of the ESG concept to analyze the performance of researchers in higher education by identifying opportunities and strategies for addressing existing challenges (Lima et al., 2023). This research was conducted in a broad context and employed quantitative methods. Additionally, prior studies have examined the opportunities and challenges related to achieving the SDGs in higher education, though they were limited to developing a literature review (Daú et al., 2023). The scope of these studies was confined to assessing the role of universities in contributing to sustainable development, identifying opportunities and challenges on a larger scale using indicators and value

scores from multiple samples. The researchers recommend reviewing or evaluating stakeholder practices and contributions directly.

Similar studies have examined the role of academics, including both educators and management, in relation to the social and cultural practices within universities (Al Mahameed et al., 2023). Researchers have suggested the need for a broader framework. Sustainability practices in business schools aimed at achieving sustainable development remain unclear (Weybrecht, 2021), and governance, in particular, has received little attention (Butler & Burke-Smalley, 2023). To date, there has been no research evaluating sustainability practices by considering the three ESG factors in higher education, especially in business schools. Additionally, similar research conducted in South Korea on universities, particularly those outside the capital city, highlights the importance of sustainable development for regional growth and educational goals. It is necessary to act swiftly to embrace such initiatives and reconsider the value of education for students (Moon & Park, 2024).

This study aimed to evaluate the level of achievement of sustainable practices carried out by internal stakeholders at FEB UGM using the ESG concept in relation to the achievement of the SDGs. It also sought to identify opportunities and challenges and provide suggestions for improvement. To achieve this aim, the researchers employed an in-depth case study approach, utilizing semi-structured interviews with deans, teaching staff, and students involved in implementing sustainability practices. This was complemented by observations and document analysis as supporting data (Finatto et al., 2024). Schatzki's practice theory (1996) was applied to explain the phenomenon, focusing on how the ability of actors or individuals within a particular group to engage in practices through actions and words depends on their understanding and skills.

Schatzki (2002) there are four organizing principles associated with practice (Loscher et al., 2019).

1. Actions and speech are bound within a teleoaffective structure, where all practices involve a series of goals that must be pursued by actors, with each actor having an emotional component in the process.
2. Actions and speech are embedded in a practice through practical understanding, where each actor has the ability to react appropriately to a given situation.
3. Actions and speech are embedded through general understanding, where each actor possesses an understanding of the values and behaviors that constitute appropriate and correct practices within a specific culture.
4. Rules or procedures guide the explanation of certain actions and words.

This theory is widely used in management accounting research to evaluate practices that provide an operational overview of the role of actors in implementing sustainability aspects through various perspectives and activities, as well as identifying obstacles encountered during the implementation process (Ramlugun & Stainbank, 2023). Management accounting practices have evolved to meet the needs of organizations and will continue to change as operations become more complex and sources of information diversify. It is crucial to have a functional understanding of how data can be processed into information and transformed into knowledge that organizations use to improve performance and create mutual benefits. Cross-disciplinary research and research questions are encouraged as the needs of practice evolve. Considering the broader ecosystem in which practitioners operate will likely require the use of diverse information from non-traditional sources, such as psychological elements or emotional components. Ultimately, research in accounting disciplines can contribute to advancing traditional management accounting practices (Akroyd et al., 2023).

The ESG concept is used as a framework that considers the non-financial aspects of performance evaluation, providing a more effective and globally recognized approach by addressing environmental, social, and governance factors both directly and indirectly (Jain & Tripathi, 2023; Janssens et al., 2022; Mgbame et al., 2020).

The significance of sustainability issues in higher education is further emphasized by the Presidential Regulation of the Republic of Indonesia Number 111 of 2022, which aims to improve sustainability performance. This regulation is intended to be implemented by ministries, the government, and academics in planning, implementing, monitoring, and evaluating sustainability practices to achieve the SDGs. Consequently, this can help foster a comprehensive understanding of practices by considering all three aspects, thus revealing conditions and how they contribute to efforts to achieve the SDGs effectively (Lima et al., 2023).

Commitment to sustainability within each organization will take shape in various ways. Implementing sustainability in higher education presents a challenge, as it requires changes in culture, practices, policies, and individual awareness. Therefore, it is essential to understand the meaning and purpose of sustainability in order to bring about effective change and achieve the SDGs (Adhikari & Shrestha, 2023; Chen & Vanclay, 2021). Higher education institutions can integrate the concept of sustainability into research, curricula, institutional frameworks, and daily activities. This includes creating environmentally friendly campuses, prioritizing teaching and research on sustainability issues, and promoting good governance (Al Mahameed et al., 2023).

Universities are currently striving to integrate all aspects of sustainability into their operational activities, including the ESG aspects in achieving the SDGs. Contemporary university activities are no longer solely focused on economic gains but also consider environmental, social, and governance factors (Mgbame et al., 2020). This shift is driven by both external and internal stakeholders who remain informed about issues related to sustainable practices, as well as the institutions' vision and mission. The role of academics and management is crucial in implementing sustainability practices through research, knowledge development, and teaching on sustainability issues. From an environmental, social, and governance perspective, universities can develop programs, processes, and research that contribute to sustainable practices (Lima et al., 2023).

Research related to ESG management generally emphasizes structural reforms and associated roles within universities. However, sustainability research at universities has yet to advance beyond the level of data reporting. It is crucial to understand how the SDGs are being implemented within universities (Moon & Park, 2024). The ESG concept has a broad impact on organizational evaluation, serving as a framework for assessing stakeholder performance on ESG practices, as well as how organizations manage their impacts with the aim of achieving the SDGs (Zhang et al., 2023). The environmental element pertains to responsibility for environmental policies, the implementation of waste control measures (Mgbame et al., 2020), organizational impact on the environment, and environmental management (Jain & Tripathi, 2023; Lunawat & Lunawat, 2022). It also includes energy efficiency, waste reduction, and sustainability product (Landrum, 2021; Mishra & Sant, 2024), emissions, climate change awareness, and investment in energy efficiency (Iqbal & Nosheen, 2023). The social element concerns social responsibility in managing an organization. This includes academic activities, outreach, and participation in national development (Chen & Vanclay, 2021), as well as issues such as diversity, health and safety, education, training programs, gender equality, and the gender pay gap (Finatto et al., 2024; Lunawat & Lunawat, 2022; Mgbame et al., 2020; Mishra & Sant, 2024). The governance element relates to the structures and activities involved in directing and controlling organizational affairs, including setting organizational goals and strategies, monitoring strategy implementation, directing and controlling overall operations, transparency, and accountable governance (Finatto et al., 2024; Mgbame et al., 2020; Stacchezzini et al., 2020), as well as board meetings and structure (Mishra & Sant, 2024).

Academics and management need to collaborate with other divisions within the same scope to promote a sustainable university experience. This can be supported through professional training programs, sustainability skills development, or experience-sharing initiatives aimed at achieving the SDGs (Daú et al., 2023). Universities

must promote sustainable development to ensure a healthy environment, social welfare, and justice for both present and future generations (Argento et al., 2020; Landrum, 2021), while adapting to global competitive conditions (Rao et al., 2023) in alignment with the 17 global goals (SDGs). These goals aim to encourage the global community to undertake activities that can address global challenges, provide direction for tackling these challenges, and foster innovation in developing solutions. Ultimately, the SDGs aim to ensure that by 2030, all sustainability activities are achieved and balanced across economic, social, environmental, and governance factors (UN General Assembly, 2015).

METHODS

This research is qualitative in nature, utilizing a case study approach. Primary data was collected from several FEB UGM stakeholder respondents. The sample includes 137 teaching staff or lecturers (comprising one dean, four vice deans, 12 unit leaders, six department heads, three laboratory heads, and 21 program heads) and 117 professional staff (educational personnel) in the administration office (including one head of the division of academics and organization). The primary data consists of interview data with each stakeholder, such as the dean, lecturers, management, and students, which were obtained through recordings during the interview process. Additionally, observation data were collected on the objects or perspectives observed during the fieldwork. Secondary data consists of supporting materials obtained through e-books, the internet, documents, and other sources.

The researcher distributed interview permission letters to 35 teaching staff (including the dean), 10 professional staff based on their understanding and experience, and an additional 11 members and the chairman of the student executive body as student representatives, based on their willingness to be interviewed according to their understanding and experience. Interview respondents were selected using snowball sampling, as there was no other way to determine the sample size. This strategy was chosen to identify interviewees. The interviewees were contacted to schedule interviews, and they were assured that their identities would remain anonymous. Interviews were conducted either at the interviewees' places of work or via Zoom (Ramlugun & Stainbank, 2023; Landrum, 2021). Nine participants (teaching staff) unexpectedly declined due to important matters, while 29 participants (teaching staff, professional staff, and students) declined without providing a reason. Sixteen participants agreed to participate; however, two respondents did not answer the interview questions correctly. Ultimately, 14 participants were included in the study: two deans, six teaching staff, and six students.

Primary data in this research is in the form of interviews, and thematic analysis was used to analyze the data. This process involved collecting and analyzing data, coding the data, developing analytical ideas and concepts, and connecting the analysis with the theory used (Ravitch & Carl, 2016). Thematic analysis was carried out in three stages, as follows (Creswell & Creswell, 2018).

1. Data reduction. The data reduction stage involves reviewing the data obtained from voice recorders, transcribing the interviews, and eliminating repetitive statements and irrelevant data that do not align with the research topic.
2. Data reorganization. The data presentation stage involves categorizing the codes (coding) based on themes from the interview transcripts. The researcher used the N-Vivo 12 Pro application to code the interview transcripts, focusing on two question frameworks derived from previous literature, the theory used, and ensuring the accuracy of the coding.

3. Data representation. The conclusion-drawing stage involves analyzing the data to draw conclusions by developing arguments based on the data and representing the findings using quotes from the interview transcripts, reflecting participant experiences to provide answers to the research questions.

Validity testing was conducted by researchers using triangulation of data sources and techniques and member checking. Triangulation of data sources was carried out to determine the accuracy of the information provided by a source, which was then confirmed by the opinions of other sources. This triangulation was obtained from interviews conducted with several sources, including a sample of three respondents: the dean, lecturers, and students, to obtain consistent results (Bell et al., 2022). After analyzing the data sources, triangulation of techniques was performed, which involved the use of different research methods or techniques to match and present more comprehensive data through interviews, observations, and document analysis (Creswell & Creswell, 2018). The interview data processed by the researcher were presented in the form of transcripts and then sent back to the sources for accuracy verification (Ravitch & Carl, 2016). Responses were received via e-mail or WhatsApp, and a statement letter was signed. The researcher conducted member checking with all 14 participants.

RESULTS AND DISCUSSION

Thematic analysis of the primary data was conducted by developing Schatzki's theory of practice, as seen in previous research (Al Mahameed et al., 2023; Lobre-Lebraty & Heimann, 2024; Stacchezzini et al., 2020), which shows that the response to events is the first step, consisting of emotional components and the understanding of respondents. Recognizing and understanding the diversity of people's motivations, values, and commitments to engage in sustainability behaviors, along with the patterns of development among these different approaches, supports the development of knowledge, skills, and capacities for sustainability (Noor et al., 2024). The interview focused on assessing whether the entire community was aware of sustainability issues. One of the deputy deans stated that sustainability can be achieved if there is initiative from each individual, for example, students who can engage in student organizations and similar activities.

To raise and enhance individual awareness regarding the ecosystem and the consequences of their actions, experiences are essential to encourage sustainable behavior. Some scholars emphasize the importance of ESG education, which can improve the relationship between nature and psychological well-being (Adhikari & Shrestha, 2023; Noor et al., 2024). However, interview analysis reveals that the majority of students lack awareness of sustainability issues (Nurillayev, 2024). Students tend to perceive sustainability as requiring significant effort, achievable only by those with greater responsibility, and as a result, only a small proportion view it as a collective responsibility. This view is supported by lecturers, who suggest that awareness is still limited and that guidance is necessary before practical engagement. One potential approach to fostering awareness of environmental and social sustainability within the community is through education and the placement of informative banners throughout the campus.

“Yes, the fact is that our awareness of environmental management is still very low, so there must be individuals who focus on the education process itself.” (P13)

The next analysis aimed to determine whether the entire community is committed to sustainability issues. Commitment refers to an individual's willingness or initiative to act toward achieving a goal, as articulated through the renewal of the sustainability mission. The analysis reveals that the majority of students demonstrate

the integrity and values needed to think critically and show concern for sustainable practices. However, some students are still unprepared and lack the confidence to fully commit to these actions.

“From what I can see, as a young student, I’m not yet fully ready or aware of this issue. We also haven’t reached the level of knowledge needed to apply it to more complex matters.” (P4)

This is further supported by the opinions of the lecturers, who stated that fostering commitment requires significant effort. However, the commitment of the entire community is still very limited. Lecturers have acknowledged that they have committed to implementing sustainable practices, starting with small actions. Yet, when offered the opportunity to collaborate with students on sustainability issues, few students responded positively, echoing the sentiments expressed earlier. This aligns with previous research by (Al Mahameed et al., 2023), which highlighted that a lack of awareness and commitment is a common issue in several business schools. Therefore, many aspects still need improvement and collective realization, particularly from a policy perspective, to facilitate and follow up more effectively.

Based on further analysis of the interview data, it was found that demand is one of the reasons individuals are motivated to implement sustainable practices. Demand refers to a responsibility that must be fulfilled, which may arise from an element of compulsion, compelling each individual to take action. Respondents are required to adapt to current sustainability issues, and therefore, strategies are needed to develop and adapt to future impacts. However, in reality, the demand to engage in sustainable practices often causes discomfort for individuals.

“Well, this is indeed a consequence—certain areas become noticeable when not in use, and the room heats up before it is used. However, one of the consequences of adopting a sustainability approach is that it often leads to discomfort.” (P1)

Early education is the initial stage in shaping individual behavior. Educators play a crucial role in guiding and encouraging the younger generation to adopt sustainable lifestyles. Previous research that examined 17 Canadian business schools for the presence of ESG-related concepts in teaching materials and practices concluded that there is a significant lack of ESG training in undergraduate Canadian finance education. Despite faculty members’ awareness of the necessity of ESG education, there is a shortage of resources and institutional endorsement, which contributes to this gap in ESG training. Moreover, educators themselves have been found to lack a sufficient understanding of sustainability, further hindering the advancement of ESG education. The higher education system in Kazakhstan is not immune to this phenomenon (Nurillayev, 2024). The results of the interview analysis show that the majority of students understood the concept of sustainability in general and recognized its importance (Noor et al., 2024). This is further supported by statements from deans and lecturers, who noted that they have provided understanding and knowledge to staff and students in class by offering examples when confronted with real situations.

The results of this research contradict previous findings by (Al Mahameed et al., 2023), which suggested that the lack of knowledge about sustainability was due to poor introduction of the concept by top management and possibly limited participation among academic staff, resulting in relatively low concern and awareness of sustainability. Although the sustainability aspect only became part of FEB UGM’s mission commitment in 2023, the general understanding of sustainability across the entire community appears to be strong. The findings support this, as students demonstrated enthusiasm for sustainability, and lecturers provided a solid introduction to the concept.

The interview then continued by asking whether participants understood the concept of sustainability in practice based on their personal experiences. The results of the interview analysis show that most participants have different experiences that enable them to react to various situations. On the student side, classroom learning provides an understanding of sustainability and its impacts, as well as an effort to apply the concept of sustainability into daily routines. However, some students also expressed uncertainty, stating that they do not fully understand what sustainability truly entails or to what extent its practical implementation can be realized.

“But yes, we actually don’t know in which direction FEB is heading in practice or how far it has been implemented.” (P7)

This is also supported by the opinions of lecturers, who state that currently, there are still a limited number of lecturers with direct practical experience in the field. Some lecturers typically convey only general understanding, but it is possible that many lecturers now possess more skills through training. This is because practitioners and lecturers have different roles. Lecturers, as teaching staff, are responsible for delivering educational information, while practitioners usually have more hands-on experience in specific fields through field assignments.

Sustainability at the Practice Level

Sustainability at the practical level refers to actions carried out by FEB UGM, involving the entire community to achieve the SDGs through ESG aspects, with the aim of managing and minimizing the negative impacts that arise. Waste management is a critical issue that requires urgent attention. Several social media posts have highlighted the emergency situation caused by uncontrolled waste following the closure of the Piyungan landfill in Bantul, Yogyakarta. Waste management is an integral part of operational initiatives and serves as an example of good sustainable practice to address the waste problem. As a business school in Yogyakarta City, FEB UGM continues to advance waste management efforts within the university to fulfill its sustainability mission. This initiative also supports the achievement of SDG Target 12.5, which focuses on achieving responsible waste management.

Biodegradable organic waste is processed for reuse in various functions. Organic waste, such as leaves, is collected by cleaning staff, placed in rubbish bins, and then processed by turning the leaves into organic compost fertilizer. The resulting organic fertilizer is used to create biopores. Additionally, other organic waste, such as leftover food from the canteen, is collected and processed to be used as feed for staff livestock. Inorganic waste, such as plastic, and non-organic waste, such as paper, are also separated, collected by cleaning staff, weighed, and recorded via Google Forms to track daily waste trends. The collected waste is then sold to support staff social welfare. Unfortunately, several classrooms and staff rooms, including those for lecturers and other educational staff, do not have many separate waste disposal facilities. In addition to waste processing, the community’s initiative to reduce waste includes minimizing the use of plastic materials in the canteen by providing glass plates and spoons, as well as using food packaging made primarily from paper-based materials, which are easier to decompose and process.

“Although for us, not all places have waste separation. For example, in my room, this trash can only has one compartment, so I just place everything there, and later the cleaning staff separates it.” (P11)

In addition, there is an initiative to encourage the entire community to reduce plastic use for drinking water by bringing their own drinking bottles. Toyagama drinking water fountain facilities have been provided to support this effort. This initiative aligns with SDG Target 6.1, which aims to ensure safe and affordable drinking water for all. The use of drinking water containers, such as glasses and pitchers, has been implemented in study

program buildings for students, as well as in the workspaces of all staff and meeting rooms for lecturers and deans. Buffet-style food containers for all staff, along with bottled drinking water, have also been replaced with washable glass plates and glasses. However, single-use plastics are still used for certain activities, particularly in the three cafes at FEB UGM. Additionally, the use of glass containers is considered less sterile and hygienic by some respondents.

Furthermore, paper usage is relatively low. Paper is used only by some lecturers for specific lecture activities, such as course assignments and exams, to reduce cheating and assess students' ability levels. Using recycled or used paper can be an option when students submit thesis proposals or thesis guidance documents to minimize waste. Methods for reducing paper use have also been implemented by digitizing all forms of assignment submission and teaching schedule applications, supporting paperless practices such as Google Classroom, eLok, and Simaster. Sustainable practices aimed at reducing paper use have also been adopted in administrative offices. For example, signature submission files, staff attendance records, archives, and incoming or outgoing letters are no longer in physical form but are managed electronically as soft files using Google Drive, the Simaster system, and Synthesis.

Another sustainability practice that has been partially implemented is the reduction of hydrocarbon-fueled vehicles, such as diesel engines, which can contribute to air pollution. Several official and private vehicles owned by lecturers and deans are beginning to switch to hybrid models. However, current infrastructure is not widely available and is less supportive. In addition to the relatively higher cost, the size and features of hybrid vehicles, which may not be suitable for all purposes, are reasons why environmentally unfriendly vehicles are still widely used. Another practical initiative that has been carried out is the provision of campus bicycles and bicycle parking facilities. However, the use of bicycles by students, staff, and lecturers remains very low, as evidenced by the opinions of several respondents who noted that cycling is not currently a popular trend. Factors such as unpredictable weather and the distance between residences contribute to the low interest in cycling.

"This is for FEB UGM official vehicles. We have started transitioning to hybrid vehicles. Before 2023, our vehicles were powered by diesel or gasoline (Pertamax). In 2023, we began the transition, but not all vehicles will switch to hybrid models." (P1)

Current practices in energy conservation are still considered relatively low. Although there have been appeals to reduce electricity use, particularly in relation to air conditioners (AC), the high demand for AC in several classrooms, as well as in lecturers' and staff rooms, is due to the provision of these facilities to ensure individual comfort. Some rooms, such as the Learning and Academic Multimedia Production (LAMP) studio, also require high levels of electrical energy because of the lack of air circulation in soundproof rooms and the need to power other system equipment. Therefore, it can be said that, at present, an alternative to using AC has not yet been found. However, in other areas, such as lighting, FEB UGM has implemented energy-saving lamps and installed light sensors in several rooms and stairways. Automated lighting systems help reduce electricity consumption and improve energy efficiency. Individual initiatives, such as turning off lights when not in use, have also been carried out. Additionally, several windows and buildings with good air circulation contribute to reduced electricity use.

Previous research stated that the use of more environmentally friendly buildings can be seen as a significant step towards creating a green campus, or a campus that is more environmentally conscious. Energy certification for buildings is sometimes legally required (Al Mahameed et al., 2023; Amaral et al., 2015). Energy certification for buildings is sometimes legally required. Although the learning center building is designed as an environmentally friendly structure, it has not yet received certification to guarantee the building's sustainability. However,

several practices and facilities in this learning center building have positive impacts, as they help reduce all forms of wasteful electricity and fuel consumption. The installation of solar grates or solar panel roofs is used to generate electrical energy from sunlight. The use of solar panels helps reduce electricity consumption and is more environmentally friendly. However, solar panels have not been installed in all areas of the campus outside the learning center, as these installations require assessments and trial procedures.

Optimizing program activities or practices cannot be separated from the budgeting aspect, which involves the process of allocating existing resources (Moon & Park, 2024). Based on the results of interviews, it is clear that practical implementation and budgeting are inseparable processes. Sustainability practices, both environmental and social, certainly require a budgeting process. All sustainability practices that align with the implementation of the vision and mission are strongly supported by the faculty. Several activity program plans will be processed and used as guidelines for budget preparation.

“To shift from one aspect to another, there must be budgeting, procurement, and other processes. It’s not happening as quickly as we expected.” (P1)

The implementation of sustainable practices through a series of operational and management actions can be assessed by how universities evaluate and measure the extent to which sustainable development practices have been adopted. Since 2018, the university has participated in the UI GreenMetric World University Ranking, placing third in Indonesia and 30th in the world in 2023. The university’s participation supports sustainable practices in areas such as regulation and infrastructure, energy and climate change, waste, water, transportation, education, and research. Each faculty contributes to sustainability practices, which can be assessed and measured through sustainability measurement and reporting methods that are typically conducted annually. However, FEB UGM currently lacks specific regulations as a reference for determining what environmental narratives and financial information should be disclosed, how to disclose them, how to measure them, and which standards to apply. This makes it difficult to record and compile appropriate levels of achievement and improvement in environmental performance. The results of performance evaluations tend to be short-term and do not explain the extent to which the savings process has been effectively carried out. As a result, FEB UGM has not yet met the criteria for Target 12.6 of the SDGs regarding accounting and reporting systems or the implementation of the Environmental-Economic Accounting System.

But I also didn’t receive a written report, and I’m not sure if it was actually evaluated or not. There should have been one, but I don’t know if it was communicated verbally or not. I didn’t get any written information—maybe there was a direct discussion, but that’s beyond my knowledge. Sustainability reporting itself doesn’t exist yet, because so far there hasn’t been a standard to refer to. If we were to create a report, we’d need to know which standards to follow, and typically, as a faculty, we would do it if the university takes that step first.” (P11)

Furthermore, previous research by Daú et al. (2023) states that to address emerging global challenges, such as ending poverty and promoting social inclusion (Novignon et al., 2018), sustainable development can be achieved if organizations manage their business processes in a balanced manner, shifting focus to issues such as gender equality, education, decent work, and healthcare in the social sector. Social service programs have been implemented for the broader community, especially in the Yogyakarta Special Region, which faces vulnerable conditions such as economic, social, and environmental shocks, including natural disasters, in alignment with the achievement of Target 1.5 of the SDGs. The social action program involves providing donations to victims of natural disasters and offering education to children in orphanages. However, this social practice remains temporary and voluntary.

Efforts to reduce poverty and promote student welfare have also been made through the provision of a single tuition scholarship assistance program. In addition, several student organizations contribute by conducting annual surveys to identify students who will receive assistance. The information and communication forum for student parents supports student activities by providing scholarship funds for underprivileged students, which are then managed by the FEB UGM student executive body.

In 2023, 60% of students will be scholarship recipients, in the form of a Single Tuition Fee discount. There is also support for S1 students. Additionally, 20% of new students in 2023 will receive a full tuition fee discount, meaning they won't need to pay UKT or any fees. So, why did we implement this policy? One of the reasons, according to the Dean, is to support students from underprivileged backgrounds. We believe this is essential to ensure access to higher education for individuals who might otherwise be excluded. We don't want academically capable students to be held back by financial constraints. This policy is part of our efforts to address issues related to inequality and poverty." (P1)

In addition, to achieve Target 10 of the SDGs, which aims to reduce disparities regardless of gender, disability, or other status, FEB UGM provides services and improves infrastructure for all community members with disabilities. Several building connections have been established, including links between the learning center building, the master's and doctoral building, the lecture building, and the building with lecturers' rooms. Other facilities have also been provided, such as wheelchair access, passenger lifts, accessible bathrooms, and designated parking spaces for community members with disabilities. However, the deputy dean acknowledged that there are currently no facilities specifically for students who are visually impaired or blind. Continuous improvements to enhance disability-friendliness are ongoing.

Other social practices are also implemented to support the achievement of gender equality in employment. According to the results of interviews with the head of the administrative office, FEB UGM treats workers fairly, regardless of gender, based on their area of expertise, and provides opportunities for all members of the community, both staff and lecturers, to be promoted to functional positions based on individual abilities. The university also ensures equality in terms of social status and gender when accepting new students. These practices support efforts to achieve Target 8.5 of the SDGs.

Futhermore, health services are provided to protect the health and welfare of the entire community. In alignment with the achievement of Target 3.4 of the SDGs, FEB UGM offers mental health services for all staff, including access to psychologists, and develops personal development and student health units for students. Other health services are also provided to staff through seminars on household sexual and reproductive health, contributing to the achievement of Target 3.7 of the SDGs. Collaboration with other faculties includes providing nutritionists to assist in selecting food menus and educating the community on healthy eating and lifestyle patterns. Financial health services are also provided, including education and financial literacy programs for all staff. Additionally, a collaboration between the Community Social Department, FEB UGM Student Executive Board, Indonesian Red Cross, and Kalbe Farma organizes blood donation drives and free health check-ups for all staff.

Several lecturers also provide training and development for micro, small, and medium enterprises (MSMEs). Some lecturers have been invited to serve as speakers or mentors for MSME entrepreneurs, focusing on accounting and finance. Previous research conducted by Rao et al. (2023) shows that integrating technology helps increase the efficiency of business operations and the financial resources of MSMEs. Financial training programs are also conducted to provide information on digitalization and financial management, as well as to develop credit and debit information systems for MSMEs in several districts. These training and development

initiatives aim to help business owners maintain better accounting records and bookkeeping. In addition, other initiatives, such as online marketing training and support for navigating the digital era to promote products, are also offered. Various programs, materials, and skills are provided by professional practitioners to guide business owners. These efforts support the achievement of Target 1.4 of the SDGs, which aims to ensure equal rights and opportunities for all people, particularly the poor and vulnerable in education, as well as contribute to the achievement of Target 8.3 of the SDGs, which focuses on access to public financial services.

“One of the initiatives was Sidek-UMKM, which provided training to MSMEs. Initially, 20 businesses were involved, but ultimately, 4 MSMEs committed to a 4-week training program. This was followed by home-based assistance. Additionally, a debit-credit information system was implemented for MSMEs in the Keerom Regency of Papua, specifically targeting female traders. Beyond that, another aspect of MSME development was providing support for digital marketing.” (P1)

Previous research by Butler & Burke-Smalley (2023) states that business school governance practices are linked to activities in formulating and implementing policies to align with both internal and external pressures. As a first step, the business school governance practice that has been implemented is the establishment of strategic planning. This is done to achieve its sustainability mission, which includes developing strategies, goals, and targets, as well as creating long-term programs outlined in the Strategic Plan for the 2023–2027 period. The development of this strategic plan is closely tied to the role, participation, and input of the entire community, including staff, lecturers, deans, and students, to develop programs, achieve the best results, and maintain the interests of shared governance. The deputy dean mentioned that opportunities and openness for suggestions and improvements from the entire community had been provided. All teaching staff, lecturers, and deans can offer input during meetings or in discussion group forums. Furthermore, all administrative staff can also convey suggestions to the administrative office. However, students expressed that they felt there was no communication platform to share their suggestions for improvement. The business school needs to increase decision-making participation at all levels of the community in alignment with achieving Target 16.7 of the SDGs.

Compliance activities with governance practices in business schools are closely linked to the role of policy, which is expected to adapt to regulatory developments and enhance the quality of both academic and non-academic policies to achieve common goals. Policies regarding sustainable practices are already in place, both in written form, such as circulars, and verbally, through appeals. Several policies will also be prepared and presented at leadership meetings for process monitoring. The preparation of these policies will, of course, take considerable time to assess the impact of future changes, especially if there is a lack of thorough planning, budgeting, and procurement. Therefore, it is essential to formulate policies appropriately and communicate them effectively to the entire community in order to promote and enforce non-discriminatory laws and policies for sustainable development, in line with efforts to achieve Target 16.b of the SDGs.

“Finally, the need for initiatives shouldn’t only come from top-down policies; we actually expect them to emerge from the bottom-up as well. From a policy perspective, there may be a lack of preparation, budgeting, and procurement. However, from the bottom-up, things are more dynamic. The challenge for the future is how to generate ideas and foster innovation.” (P1)

As part of business school governance, it is essential to enhance monitoring activities to ensure that resources such as electricity and water are used efficiently. By the end of 2023, FEB UGM plans to assess how much electricity and water cost savings have been achieved. The evaluation results from this monitoring will help identify areas that need improvement and assess whether the implemented recommendations or policies have

worked as expected. Additionally, continuous monitoring of facilities and infrastructure that require repairs, as well as controlling waste disposal, the supply and use of drinking water, and water usage in bathrooms, will help reduce potential risks in the future.

“Security guards are responsible for physically checking the facilities and infrastructure. All bathrooms and toilets need to be inspected. We are almost below 2%, so we must ensure that all running water is being used properly and not going to waste.” (P2)

Various coordination efforts have also been made to communicate the sustainability practices that need to be implemented and to update the sustainability mission as part of the ongoing dynamics and culture of sustainability. Every Monday morning, staff are given the opportunity to share their experiences regarding the sustainability practices they have been involved in and discuss what further actions need to be taken. The deputy dean and several lecturers mentioned that they had communicated the renewal of the sustainability mission as part of the staff’s self-development agenda, aiming to implement and promote sustainable practices in environmental areas. Sustainability aspects are also promoted on social media platforms such as YouTube and Instagram to reach the public. However, not everything has been published, particularly the socialization of the sustainability vision and mission, as it is still in the assessment phase.

As a business school, the governance structure promotes faculty interactions to share information and experiences, fostering knowledge for the entire community. It also organizes sections for voluntary engagement in areas of importance. Each study program undergoes annual reaccreditation, revisiting its sustainability mission and ensuring the community understands its initiatives. In addition to being transparent about the vision and mission, several lecturers openly share assessment policies, including criteria, weightings, grading processes, and results. Some also offer opportunities for feedback and clarification at the end of the semester. These practices aim to foster transparency across the institution, supporting Target 16.6 of the SDGs.

In accordance with the views of previous researchers (Argento et al., 2020), who stated that sustainable development is a process of change in which resource exploration, policy changes, and technological development must be in harmony, the use and investment in technology plays a crucial role in facilitating sustainable practices. Investment in technology aligns with environmental concerns, as green technology drives sustainable development, which is closely linked to the growth of environmentally friendly, more effective, and efficient industries. Thus, in addition to protecting the environment, the application of green technology can lead to energy savings, which can help improve cost efficiency (Putri et al., 2024). However, technological investment to support environmental sustainability practices, such as the Internet of Things (De Silva et al., 2024), which connects and regulates the use of air conditioning, room temperature, lights, and other systems, is still lacking. Collaboration with external parties is necessary to facilitate access to the development of environmentally friendly energy technologies, including renewable energy, energy efficiency, and advanced, environmentally friendly fossil fuel technologies, in order to achieve Target 7.a of the SDGs.

The use of technology currently being developed is limited to information technology, including the development of LAMP functions such as online learning, podcasts, talks, research series, societal impact series, and content produced collaboratively as learning materials, student creativity, and informational media for the community. While information technology does not explicitly align with any of the SDGs, it is considered essential for meeting the targets of each SDG. As part of a higher education institution facing global competition, FEB UGM offers Massive Open Online Courses (MOOCs), which serve as a medium for online student learning and information. The development of other learning technologies, especially in accounting education, includes applications such as the SIDEK-Edu, SIDEK-ERP, and the Indonesian Waqf Accounting and Management System.

In addition to physical facilities and policies or rules created to facilitate actions or practices, several other facilities have also been provided. Each staff member receives both monetary and non-monetary incentives. Monetary incentives include salaries, allowances, and other cash bonuses. Non-monetary incentives are provided to meet non-material needs, such as promotions, seminars, training, career development opportunities for the entire community, professional certification (held annually), and opportunities for further study in doctoral programs for lecturers, among others. Facilities for students are also provided, including opportunities for personal development through activities such as essay competitions, video and photo competitions focused on sustainability aspects, aimed at improving accreditation and governance (Janssens et al., 2022).

Collaborations have been established with departments, institutions, companies, governments, and other universities to enhance knowledge and opportunities for ESG practices. Internal collaborations focus on fostering long-term commitment to sustainability, while external partnerships include the Pre-Employment Card program for job skills and entrepreneurship training, the Tanoto Foundation for evaluating numeracy and literacy programs, and Plastic Bank Indonesia for student internships and plastic waste reduction initiatives. Additionally, collaborations with international universities and business schools have led to inviting external guests as resource persons for sustainability workshops.

Opportunities

Many universities, driven by the growing student interest in sustainability, are aligning their vision and mission with sustainability practices. As Weybrecht (2021) notes, more business schools are joining networks and projects promoting sustainability and the SDGs. Interview analysis indicates that specific programs and initiatives will be developed and promoted to the wider community in the future, requiring collaboration from various stakeholders. These efforts aim to engage the community in environmental issues, promote sustainable resource use, and support long-term environmental management. Additionally, meaningful social programs will emerge, requiring long-term commitment. Internal practices can expand by involving community institutions, organizations, government, and businesses.

On the other hand, students also have innovative opportunities to take initiative through self-directed study, joining student organizations, and volunteering to gain new experiences. One of the innovative activities carried out by students that highlights sustainability in 2023 is the provision of waste sorting boxes, placed in the lounge building. This initiative aims to educate and raise awareness among students about the importance of waste sorting. Other innovative opportunities may arise from increasing the use of technology and digitalization. The application of technology and digitalization can be expanded in areas that are currently inaccessible (De Silva et al., 2024). Additionally, students, lecturers, and other staff can participate as green entrepreneurs, demonstrating how sustainable innovations can reduce the consumption of natural resources, minimize waste and environmental impacts, and involve the community and other external parties to support sustainable business practices.

In addition, participating in sustainable practices will enhance one's relationships and reputation. Strengthening relationships and reputation will also positively impact students' future careers. As one of the business school faculties that actively practices sustainability, FEB UGM will further improve its public image and foster greater public trust. Collaborative networks can also expand, making it easier to form partnerships with other business schools as well as with social, industrial, and government organizations. This collaborative approach offers the potential to improve sustainability practices and address complex global challenges that may arise in the future. Efforts toward sustainability will also create positive opportunities that can be collectively leveraged. Initiatives focused on awareness, understanding, waste management, renewable

energy use, sustainable consumption, and other areas will have a lasting impact on both current and future generations.

Challenges

Previous research conducted by Daú et al. (2023) shows that the upcoming 2030 Agenda serves as a guide for addressing global challenges and overcoming obstacles and risks related to sustainable development, both now and in the future. These challenges include resource scarcity, unsustainable consumption patterns, limited infrastructure, environmental sustainability and management efforts, poverty, social inequality, natural disasters (such as floods, earthquakes, and landslides), traditional governance issues, and more.

The results of the interview analysis regarding the challenges faced in ESG practices are related to both external and internal factors. External aspects pertain to factors that come from outside, such as cost inequality and the ecosystem. Cost inequality, in this context, refers to the higher ongoing costs typically associated with sustainable products. These products are often more expensive than functional alternatives, which leads to the community—especially the lower-income population—preferring products that are more affordable and readily available over those that are more expensive and harder to obtain. Additionally, the rising inequality in education costs is becoming a growing concern. Despite the expected increase in the number of new students in 2023, the future challenges posed by rising education costs could make it difficult for middle- and lower-income individuals to access education.

The ecosystem is also one of the challenges for the future. In line with previous research by Qazi et al. (2021), environmental and social values play an important role in ecosystems. People who prioritize environmental and social sustainability practices tend to be more conscious of implementing an eco-friendly and socially responsible lifestyle. However, individual behaviors vary, and changing the behaviors of individuals and the community at large will take time. Additionally, environmental uncertainty can increase the risks faced by ecosystems, which can further complicate the implementation of sustainable practices.

Interview analysis suggests that internal challenges may arise, particularly in segmenting the community's behavior in implementing sustainable practices. To understand behavior and consistency across accounting, management, and economics departments, a broader survey or observation is needed. Developing and implementing sustainable technology faces challenges such as high costs, lengthy processes, and infrastructure limitations. Despite these hurdles, integration can improve environmental accounting by increasing data accuracy, reducing costs, and supporting better decision-making (Rosa et al., 2024). Additionally, traditional infrastructure and limited facilities hinder full support for sustainability practices, and insufficient awareness and commitment may arise without adequate infrastructure. Challenges also exist in developing digital-based technological innovations, requiring more experience and training for the community.

Changes in regulations and policies related to education present a challenge that must be addressed thoughtfully. Policymakers, particularly in the context of business school governance, must focus on long-term strategies, as short-term actions will not be effective or sustainable. The primary emphasis should be on renewal and growth through the adoption of digitalization and innovation. Compliance activities and the development of ESG practices will be better supported if there are clear policies and adherence to existing regulations, which will guide and control any risks that may arise in the future. Operational control policies need to be supplemented with specific monitoring mechanisms to prevent violations of unsustainable practices. Additionally, it is important that policies do not only come from a top-down approach but also arise from a bottom-up perspective, as participation and input from the entire community will significantly influence policy formulation, finance, budgeting, and procurement.

Apart from that, business schools, particularly FEB UGM, face challenges in measuring and reporting their sustainability performance. Previous researchers (Amaral et al., 2015; Jain & Tripathi, 2023; Maama & Appiah, 2019; Mgbame et al., 2020) have argued that measuring sustainability can be done in two ways: the accounting or numerical approach, and the narrative approach, which uses evaluation results in the form of text, graphics, and existing data with certain indicators. Several sustainability reporting guidelines can also be considered and adapted to the needs of business schools. Sustainability reporting can be carried out voluntarily as a tool to assess the success of sustainability practices. It can also provide valuable information to the entire community and the public regarding the success of these practices (Mishra & Sant, 2024), as well as help business schools compete with others, particularly in Indonesia.

ESG Practice Evaluation Results

Data obtained through interviews, observations, and documents are collected and presented in the form of descriptions or narratives. The descriptive evaluation results will be presented in Table 1. to provide an overview of how the practice has been carried out and what should be achieved (Loscher et al., 2019). The evaluation results are presented to assess the extent to which the practice has been achieved as a whole, to understand the involvement in the practice process, and to provide information to stakeholders as a consideration for decision-making.

The results also show that there is a significant gap between students' reported understanding of sustainability and their actual engagement in sustainable practices. This gap may be due to a lack of personal motivation or awareness. Despite their knowledge, students may lack the motivation to implement sustainable practices in their daily lives (Moon & Park, 2024), possibly due to established habits or a lack of perception regarding the urgency of the issue. Social and cultural environments can influence behavior. If sustainability is not the norm in their community or group, students may feel less motivated to get involved. Students may also perceive that, while it is important to act, their individual actions have little significant impact on the larger environmental issue, thereby reducing their motivation to participate. Another possible consequence is that academic understanding of sustainability is often theoretical, and students may not know how to implement the principles in real-world practice.

Comparative Analysis

Several studies have successfully implemented sustainability practices in their universities. Environmental and social sustainability practices have also been carried out in several universities, especially in Kuwait. However, the results show that awareness, understanding, facilities, and supporting policies are still lacking. Pressure, traditional organizational culture, and independent perceptions are among the contributing factors (Al Mahameed et al., 2023).

Several universities in South Korea, such as Seoul National University and Keonyang University, have established ESG committees and research institutions to strengthen environmental, climate, and ethics education, as well as to operate comparative ESG programs. Chung-Ang University has also established an ESG relationship system with industry, academic, and research networks, and has minimized the costs associated with establishing supply chain management. However, the results of the study showed similar findings. Compared to universities, companies, and public institutions, there is still a lack of awareness and practice of ESG management across higher education institutions in Korea. Furthermore, there is almost no disclosure of ESG-related information or socially responsible investment (SRI). ESG information disclosure at universities is

not currently mandatory, and there are no established disclosure standards. As a result, most universities do not disclose ESG information, and even those that do, adhere only to various self-set standards. Additionally, disclosure methods vary, and some sustainability reports are difficult to locate. Therefore, it is necessary to develop ESG guidelines and evaluation indicators (Moon & Park, 2024).

Similar research has been conducted on ESG practices and SDGs at the University of Southern Santa Catarina (UNISUL). The university integrates environmental and socio-environmental sustainability into its curriculum for undergraduate and postgraduate programs. UNISUL also has sustainability-focused research groups, such as the Energy Efficiency and Sustainability Research Group. In outreach, UNISUL engages academics and the local community through projects, courses, and events. The Environmental Dimension includes promoting renewable energy, green spaces, climate change awareness, and preserving ecosystems, with a focus on government and community partnerships. The Social Dimension provides healthcare, scholarships for low-income students, and healthy food, along with incentives for students, faculty, and staff. It also promotes equality and inclusion on campus, including childcare for pregnant women. The Governance Dimension focuses on building sustainable infrastructure, ensuring campus safety, maintaining transparency, and involving all stakeholders in decision-making and partnerships to foster a culture of sustainability (Finatto et al., 2024).

Table 1 ESG Practice Evaluation Results

Theme	Code	Evaluation	Information
Responses	Awareness	Not fulfilled	A number of sustainable practices have been initiated based on need. However, not everyone shares the same mindset or level of awareness. The level of commitment is still limited, which highlights the need for support from the surrounding environment to help the entire community adapt and adjust. Additionally, the provision of necessary facilities at FEB UGM should be improved to raise awareness across the community. A survey to assess the awareness of each individual at FEB UGM is also necessary.
	Commitment	Not fulfilled	Commitment has been stated through the new FEB UGM mission and several other ongoing efforts, which have been outlined through education and direct practice. However, maintaining the integrity of this commitment to operationalizing sustainability practices requires significant effort and responsibility. The process of implementing this commitment will take a considerable amount of time and will involve the behavior of many individuals.
	Demands	Not fulfilled	Demands have been made through a number of warnings. However, appeals that are instrumental in nature may lead to concerns, as expectations may arise at a certain moment or within a short period of time. Such demands may also lead to a number of consequences, such as discomfort and elements of compulsion in character.
	General Understanding	Fulfilled	The aspect of education through teaching can provide knowledge and equip the entire community with the theory delivered and received, which is then realized through practice. Educational staff have the greatest influence on the practice process because they are responsible for delivering learning and implementing practices related to sustainability.
	Understanding Practical	Fulfilled	Each individual has their own experiences and perspectives. These experiences often occur outside of FEB UGM. The provision of teachers with direct field experience in sustainability practices is also limited, so the experiences that occur are often a result of general habits.

Theme	Code	Evaluation	Information		
Practice Environment	Management Rubbish	Fulfilled	Provided bins or trash containers in accordance with designated areas. FEB UGM also employs cleaning staff to collect and process various types of waste. However, some lecture rooms or classrooms only have a single bin for mixed waste.		
	Use Source Power	Plastic	Not fulfilled	Encouraged the entire community to use reusable tumblers, drink bottles, and refillable glass cups. The canteen facilities also promote the use of reusable plates and glassware, as well as paper for wrapping food. However, three cafes at FEB UGM are still using plastic cups.	
		Drinking water	Fulfilled	Provided water fountains for drinking water, similar to those at Toyagama UGM.	
		Paper	Underfulfilled	The process of lectures and administrative tasks at FEB UGM has shifted to paperless systems, using applications like Google Drive, Simaster, and Synthesis. However, it is undeniable that some lecturers still prefer to use paper during exams and thesis guidance.	
		Transportation	Not fulfilled	Provided bicycle parking facilities and offers hybrid vehicle services for lecturers and deans. However, the existing infrastructure is insufficient, so many people still use two- and four-wheeled vehicles powered by fossil fuels, and only a few students walk. A survey is needed to determine the percentage of vehicle usage among the entire community, as well as efforts to socialize the use of sustainable transportation options, such as electric cars, cycling, or walking, which can help reduce greenhouse gas emissions and contribute to combating climate change.	
		Electricity	Not fulfilled	The use of electricity has been a focus for the entire community, such as through efforts to save energy by using lights efficiently. However, some equipment, such as air conditioning and other electronic devices, still require a significant amount of electricity.	
	Sustainable Building Design	Not fulfilled	Several buildings at FEB UGM have been designed with good air circulation and lighting systems, such as the Deanery and Administration building on the east side, as well as the Learning Center building. Solar panels have also been installed to generate electricity from the sun. However, not all buildings in various study programs have adopted this system, and the Learning Center building has not yet received a sustainability certification.		
	Budget Continuity	Fulfilled	Provides full support in funding the continuity of implementing sustainability practices		
	Performance Measurement and Reporting	Unfulfilled	There is currently no system in place for measuring and reporting sustainability performance, such as electricity savings, material consumption, and other related impacts. Specific guidelines for measuring these factors are lacking. Reporting is typically short-term, limited, and often verbal.		

Theme	Code	Evaluation	Information
Social Practice	Social Service Program	Fulfilled	Not many social actions are carried out; these activities tend to be temporary and voluntary, often occurring only at specific times, such as during disasters or aid programs for the underprivileged. FEB UGM, as part of the university, focuses on delivering educational content by sharing knowledge with the community.
	Educational Opportunities	Fulfilled	Scholarships and tuition fee discounts have been provided for all underachieving students and capable students.
	Disability Access	Fulfilled	Provided infrastructure such as the liaison building, ramps for wheelchair access, passenger lifts, bathrooms, and designated parking spaces for people with disabilities.
	Balance and Work	Fulfilled	FEB UGM does not differentiate based on gender in employment. Staff recruitment is carried out fairly, in accordance with the job requirements. FEB UGM also provides opportunities for staff to be promoted to functional positions. Additionally, FEB UGM accepts students without discrimination based on gender or status.
	Health services	Fulfilled	Mental, physical, and financial literacy health services, as well as health and wellness development seminar programs, have been carried out by FEB UGM in collaboration with various departments and other organizations to improve the health of the entire community.
	Community Training and Development Program	Fulfilled	Training and development programs have been conducted to provide knowledge about financial management digitalization, the use of SIDEK-ERP, and digital marketing training for MSME actors in several areas. Training and mentoring are also regularly carried out at FEB UGM through several direct meetings.
Governance Practices	Planning Strategic and Decision Making	Not fulfilled	Strategic planning has been outlined in the 2023-2027 strategic plan, which includes indicators for expected performance to be achieved in the coming years. However, since this mission is new, it will take time to adjust and implement the targets. In addition, FEB UGM has provided various communication channels for discussing decisions free from the roles of the entire community. Some members of the community, such as students, feel that they are rarely involved in the planning and decision-making process, and their involvement is often limited to formalities.
	Policy and Compliance	Not fulfilled	The lack of formal or written policies for sustainability practices has caused some individuals to feel no personal obligation or responsibility to ensure the continuity of these practices. There is a need for further discussion and the addition of rules and systems to improve control.
	Coordination	Fulfilled	Good communication is demonstrated through the opportunity for the entire community, particularly for staff, to share their aspirations or experiences regarding their sustainability practices and identify areas that need improvement. Socialization is important not only for staff but also for students, in order to implement the practices effectively.
	Transparency	Fulfilled	Transparency in delivering the sustainability mission, as well as in the evaluation system for students and staff, have been implemented. However, since there is no established system for measuring and reporting sustainability, the level of transparency in sustainability practices for both internal and external parties has yet to be fully realized.

Theme	Code	Evaluation	Information
	Technology	Not fulfilled	Developed various information technologies such as MOOC and SIDEK-Edu services. However, investment in technologies like the Internet of Things and others is still insufficient. This is due to the need for substantial time and funding to adapt. Increasing investment in technology should be done gradually
	Facilities and Development Programs	Fulfilled	Supportive in providing both monetary and non-monetary incentives for all staff
	Collaboration	Fulfilled	Collaborations with alumni, organizations, and universities around the world have been carried out to enhance sustainability practices, specifically in the areas of education and practical experience in the field.

CONCLUSION

The results of this research reinforce the findings of previous studies (Al Mahameed et al., 2023; Finatto et al., 2024; Lima et al., 2023; Moon & Park, 2024; Rosa et al., 2024), which stated that ESG performance is used to encourage stakeholders to become more engaged in sustainable practices. Schatzki's practice theory framework is applied to strengthen the research findings and characterize the roles of various respondents in carrying out tasks, while considering aspects of teleoactive structures, general understanding, practical understanding, and the rules that support the implementation of sustainable practices in the environmental, social, and governance areas. The discussion in this research may be limited due to the interview data being focused on a single case. Although this study provides insights into student awareness at specific institutions, comprehensive data covering global student awareness levels is not available. Furthermore, this study was unable to include thematic maps or diagrams depicting the relationships between variables at a global level due to limited access to relevant international data. This presents a challenge for future research, which could consider gathering broader data from universities in various countries to provide a more holistic and comprehensive view of sustainability awareness in higher education institutions worldwide. The discussion section should be expanded to explore how the findings could enhance sustainability practices, not only at FEB UGM but also across other business schools and higher education institutions globally. Broadening the scope would make a more significant contribution and provide practical insights on a larger scale. Secondly, the study's document analysis was limited, as it relied on interview data from one business school's internal community (students, faculty, staff, and the dean's office) up until the end of 2023. Thirdly, data retrieval was constrained, especially in obtaining financial reports and evaluation records, limiting detailed information on economic impact. As a result, descriptive analysis was used to explain the findings. Fair business practices and environmentally friendly models, in addition to economic performance, can boost long-term profitability. Several recommendations emerge: First, fostering university-level collaboration on ESG policy-making would improve coordination and monitoring. Second, policies for measuring and reporting ESG practices should be developed to assess success. Third, increased investment in technology, infrastructure, and supporting facilities is essential for optimizing sustainability efforts. Collaborating with other faculties, such as engineering, could enhance sustainable technology development at lower costs. Finally, future research could include interviews with external stakeholders, such as university suppliers, employers, and public administrations.

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