

PROCEEDINGS
APTIK International Conference
**"ENVIRONMENT AND POVERTY ON HUMAN SENSITIVITY:
JUSTICE, SOLIDARITY, AND OPEN VISION"**

The lockdown due to COVID-19 seems to be over, and now a "new vision" of life must be prepared to face our future. We believe that COVID-19 is just a disturbing phenomenon, but it does not stop APTIK's willingness to place human dignity amidst the negative disturbances to the environment and good efforts to eradicate poverty. What we need then is sensitivity to justice, solidarity and openness of vision.

This means that an open vision is the ideal method or approach to create a better world for everyone, and in accordance with APTIK's concerns, this new vision must be developed simultaneously with the world's struggle to overcome environmental violence and poverty. The novelty of this vision stands out because the difficulties caused by COVID-19 have succeeded in hitting all aspects of human life, including the perspective of a shared vision in the struggle against injustice and anti-solidarity. This may involve technological advances, health choices, legal breakthroughs, behavioral policies, and other changes.

As an organization that carries the spirit of Christianity, especially among its members, APTIK aims to provide them with the opportunity to share this spirit in and through the same flame. Moreover, because we are disturbed by the issue of "environment and poverty", this proceedings book was published to convey ideas and suggestions and take part in solving problems in building a better world for everyone to live in.



SANATA DHARMA UNIVERSITY PRESS
Jl. Affandi, (Gejayan) Mrican, Yogyakarta 55281
Phone: (0274)513301; Ex:51513
Web: sdapress.usd.ac.id; E-mail: publisher@usd.ac.id



SANATA DHARMA UNIVERSITY PRESS



PROCEEDINGS

APTIK International Conference

**ENVIRONMENT AND POVERTY
ON HUMAN SENSITIVITY:
JUSTICE, SOLIDARITY, AND OPEN VISION**

8-9 September 2023
Universitas Sanata Dharma
Yogyakarta

Proceedings APTIK International Conference "Environment and Poverty On Human Sensitivity: Justice, Solidarity, and Open Vision"



Proceedings APTIK International Conference
"ENVIRONMENT AND POVERTY ON HUMAN SENSITIVITY: JUSTICE, SOLIDARITY, AND OPEN VISION"

Proceedings

APTIK International Conference

“Environment and Poverty On Human Sensitivity: Justice, Solidarity, and Open Vision”

8-9 September 2023
Universitas Sanata Dharma
Yogyakarta



Sanata Dharma University Press

Proceedings APTIK International Conference “Environment and Poverty On Human Sensitivity: Justice, Solidarity, and Open Vision”

Copyright © 2023

Sanata Dharma University, Yogyakarta

BOARD OF EDITORS AND REVIEWERS:

Prof. Dra. Novita Dewi, M.S., M.A., Ph.D.
Dr. Gabriel Fajar Sasmita Aji
F.X. Ouda Teda Ena, M.Pd., Ed.D.
Dr. theol. Dionius Bismoko Mahamboro, Pr.
A. Prasetyadi, M.Si., Ph.D.
Antonius Sumarwan, S.J., S.S., M.M., Ph.D.
Dr. apt. Dita Maria Virginia, S.Farm.

COORDINATOR OF THE EDITORIAL BOARD:

A. Prasetyadi, M.Si., Ph.D.
Dr. Gabriel Fajar Sasmita Aji

BUKU ELEKTRONIK (e-BOOK): IN.SDUP: 2311-301-5

Cetakan Pertama, November 2023
vi+192 hlm.; 21x27,9 Cm.

COMMITTEE:

Person in Charge:

Dr. Gabriel Fajar Sasmita Aji
A. Prasetyadi, M.Si., Ph.D.

Secretary:

Yurisdixta Menavia, S.S.

Treasurer:

Diksita Galuh Nirwinastu, M.Hum.
Albertus Agung Sanjaya, S.Pd.

Secretariat/Equipment/E-Conference:

Maria Imaculata Rini Hendriningsih, S.E
Maria Dwi Budi Jumpowati, S.Si.
Sang Condro Nugroho, S.M.
Elizabeth Fenny Handayani, S.Si.
Gutomo Windu Wratsongko, S.Pd.

Proceedings:

Simon Arsa Manggala, S.S., M.Hum.
Maria Vincentia Eka Mulatsih, S.S., M.A.
Diksita Galuh Nirwinastu, M.Hum.
Thomas Aquino Hermawan Martanto

Events:

Epata Puji Astuti, S.S., M.A.
Maria Vincentia Eka Mulatsih, S.S., M.A.
Public Relations: Antonius Febri Harsanto, S.Sos.

Hospitality:

Yurisdixta Menavia, S.S.
Anindita Dewangga Puri, S.S., M.As.

Consumption:

Catharina Brameswari, S.Pd., M.Hum.
Rina Astuti Purnamaningwulan, M.Hum.

Technical Team:

Stepanus Dhipa Abhirama, S.T.
Stephanus Christiono Eka Putra, S.T.
Darmedi
Wintara Sejati
Fajar Martanto
Elizabeth Fenny Handayani, S.Si.
Sandi Atmoko
Bartolomeus Sigit Yogyantoro, S.T.
Gutomo Windu Wratsongko, S.Pd.

PUBLISHED BY



SANATA DHARMA UNIVERSITY PRESS
1st Floor of USD Library Building
Jalan Affandi (Gejayan) Mrican, Yogyakarta 55281
Telp. (0274) 513301, 515253; Ext. 51513
Website: www.sdupress.usd.ac.id
e-Mail: publisher@usd.ac.id



Sanata Dharma University Press anggota APPTI
(Afiliasi Penerbit Perguruan Tinggi Indonesia)
No. Anggota APPTI: 003.028.1.03.2018

SUPPORTING INSTITUTIONS



Association of Catholic Higher Learning Institutions (APTIK)
Sekretariat APTIK
Jl. Jend. Sudirman No. 51 Jakarta DKI 12930 Indonesia

Hak Cipta Dilindungi Undang-Undang.

Dilarang memperbanyak karya tulis ini dalam bentuk dan dengan cara apa pun, termasuk fotokopi, tanpa izin tertulis dari penulis dan penerbit.

PREFACE

The COVID-19 lockdown appears to end, and now the “new vision” of living must be prepared in order to face our future. Indeed, the COVID-19 was just one out of the bulk of crisis torturing us, however it has already forced and pushed almost all parts of this Earth into a totally “new experience.” All activities had to break to stay alive for lockdown. They have had to wait and see what the next to undergo is. Even, some may signify that’s about the time for us to be silent and muse of our previously bad conducts. In 2020 (“A Sustainable Recovery for People and the Environment”), is still the fruitful flame for contributing the establishment of a better world for all. It means the show must go on. Our certainty is that the COVID-19, therefore, is just a phenomenon disturbing, but not stopping, APTIK’s will to position human dignity among the evil disruptions towards environment and the good efforts of minimizing poverty. What we need then is about sensitivity on justice, solidarity, and open vision.

Father General Arturo Sosa, SJ, as cited by Pedro Walpole, strongly emphasized that injustice is still the greater virus (<https://www.ecojesuit.com/learnings-from-a-crisis-in-the-time-of-covid-19>). The destructions of environment and ignorant deeds about poverty have been the phenomena, culturally and not naturally, and the struggles of overcoming them are obviously compulsory. The more powerful individual/s and groups must absolutely understand that those have been caused by the exercises of uncontrolled injustice. “This sister now cries out to us because of the harm we have inflicted on her by our irresponsible use and abuse of the goods with which God has endowed her.” (Laudato Si, https://www.vatican.va/content/francesco/en/encyclicals/documents/papafrancesco_20150524_enciclica-laudato-si.html). Lack of solidarity is also the painful destiny occurring in this present civilization, called the most advanced modern world. In order to mitigate the worst, the need of community solidarity is prominent, by the myth that everyone is kin (Kotakk, 2015, 198). However, since our civilization is continuing to undergo changes, it is a great hope that they would be in the context of improving human quality and dignity, and the emphasis on the importance of justice and solidarity is the priority. It means open vision is the ideal method or approach how to establish a better world for all, and in accordance with APTIK’s concern, the new vision must be structured together with the World’s struggles to overcome environmental violences and poverty. The newness of vision is prominent since the last hardships given by the COVID-19 have successfully struck any aspects of human life, including the common vision’s perspectives dealing with the fights against injustice and anti-solidarity. It may involve technological advancements, health options, law breakthroughs, behavioural discretions, and any other conversions.

Indonesia, who was successful in standing as the presidency of G20 last year, at present is aiming at the new national capital, called IKN, in East Kalimantan. Interestingly, the first principle, out of 8, in building it is about “the agreement with nature,” as delivered “Designed according to Nature”(<https://www.ikn.go.id/en>). The government really understands that the position of nature, i.e. environment, is prominent and ultimate to support the future Indonesian livings, and consequently nature stands as the first element to consider. This idea seems to counter the present condition of Jakarta, having complicated hardships dealing with, especially, environment or nature.

Therefore, how to improve and sharpen human sensitivity is the important question or problem for those interested in the better World. Any notions, suggestions, concepts, and contributions to create, or at least to imagine, it are waited. Our vocation of being the participants to save our Earth will be concrete later in the APTIK International Conference, hosted by Universitas Sanata Dharma, in September 2023 in Yogyakarta.

Thank you

Dr. Gabriel Fajar Sasmita Aji
Person in Charge

TABLE OF CONTENTS

PREFACE	III
TABLE OF CONTENTS	V
SENSITIVITY AND OPENNESS IN OVERCOMING THE BURDENS OF FAMILY WITH DISABLED CHILDREN	1
Ilsa Haruti Suryandari	
Agustinus Tri Kristanto	
ENVIRONMENTAL DAMAGE AND POVERTY ALONG CITARUM RIVER	11
Sukawarsini Djelantik	
STRATEGIC PRIORITY OF VOLCANIC ISLANDS TOURISM USING SWOT-TOWS AND FUZZY-AHP	23
Jozef Richard Raco	
James V. Krejci	
Yulius Raton	
Ronaldo Rottie	
Tryadi Wilhelmus Tumewu	
Denny Kondo	
ETHICAL DILEMMAS OF STUDENTS AND TEACHERS IN THE ERA OF WIDESPREAD AI IMPLEMENTATION	39
Yohanes Heri Pranoto	
THE EFFECT OF THE KANGAROO METHOD OF CARE ON STABILITY OF BODY TEMPERATURE IN LOW-BIRTH-WEIGHT INFANTS (LBWIS) AT NICU X HOSPITAL IN SURABAYA	47
Sisilia Indriasari Widianingtyas	
Lucia Dwi Purwaningsih	
DETERMINING THE STRATEGIC PRIORITY FACTORS FOR RELIGIOUS MODERATION: A CASE STUDY IN NORTH SULAWESI	53
Johanis Ohoitumur	
Jozef Richard Raco	
Martinus Marcel Lintong	
Yulius Christian Raton	
Tryadi Wilhelmus Tumewu	
Ronaldo Rottie	
Jeanette Etty Magdalena Soputan	
Lydiawati Suparto	
URBAN SPACES COMMODIFICATION AND YOUTH MOVEMENTS: SEEING FROM THE PERSPECTIVE OF GRASSROOT COMMUNITY IN YOGYAKARTA	78
Paulus Bagus Sugiyono	
Raphaella Dewantari Dwianto	
KERENTANAN NELAYAN TRADISIONAL TERHADAP EKSPOLITASI DAN PERDAGANGAN MANUSIA	93
Clara R.P. Ajisuksmo	

THE CONTRIBUTIONS OF MINOR CHARACTERS TO PRESERVE ENVIRONMENT IN JOSTEIN GAARDER'S <i>THE WORLD ACCORDING TO ANNA</i>	105
Stefanus Galang Ardana Maria Vincentia Eka Mulatsih	
THE ROLE OF CHARACTER EDUCATION AND ENVIRONMENTAL KNOWLEDGE IN STUDENT AWARENESS SUPPORTING SUSTAINABILITY INITIATIVES IN A UNIVERSITY CONTEXT	118
Angeliz Vivafortuna Febrichita Kezia Pamela Januari Ayu Fridayani	
ASSESSING STUDENT DEDICATION IN ESTABLISHING A SUSTAINABLE CAMPUS: EXPLORING THE INFLUENCE OF ATTITUDES AND BEHAVIOR	128
Eveline Devina Agustini Januari Ayu Fridayani	
COMPARISON OF PERSONAL DATA THEFT LAWS IN THE BJORKA CASE IN INDONESIA AND POLAND	138
Emilia Metta Karunia Wijaya Timothea Sharleen Sumaatmadja	
THE IMPLEMENTATION OF LAUDATO SI AMONG STUDENTS AT THE SYANTIKARA DORMITORY YOGYAKARTA	148
Bernardus Agus Rukiyanto Isabel Alves Dos Santos	
MEASURING COMPANY PARTICIPATION IN THE IMPLEMENTATION OF CORPORATE SOCIAL RESPONSIBILITY IN THE 3T AREA	158
Beatrix Yunarti Manehat Yolinda Yanti Sonbay	
FOSTERING SENSITIVITY, JUSTICE, SOLIDARITY, AND OPEN VISION: UTILIZING THE JEFFREY DAHMER TELEVISION SERIES IN ETHICAL LEARNING	165
Tutik Rachmawati	
FOSTERING LOCALITY CONSCIOUSNESS THROUGH PEDAGOGY	177
Shanty Silitonga	
LAUDATO SI' AND ARCHITECTURE EDUCATION AT UNIVERSITAS KATOLIK SANTO THOMAS: FOSTERING SUSTAINABLE DESIGN AND ENVIRONMENTAL CONSCIOUSNESS	184
Yulianto	

THE ROLE OF CHARACTER EDUCATION AND ENVIRONMENTAL KNOWLEDGE IN STUDENT AWARENESS SUPPORTING SUSTAINABILITY INITIATIVES IN A UNIVERSITY CONTEXT

Angeliz Vivafortuna Febrichita
Kezia Pamela
Januari Ayu Fridayani

angeliz.vivafortuna@gmail.com
keziaapam@gmail.com
januariayu@usd.ac.id

Management Departement, Faculty of Economics, Sanata Dharma University, Indonesia

Abstract

The increasing pace of global transformations has brought about a heightened awareness of the importance of sustainability initiatives in educational institutions. Universities assume a crucial role in developing the values and viewpoints of forthcoming generations. The aim of this study is to examine the influence of character education and environmental knowledge on students' awareness and support for sustainability initiatives in a university environment. The research employs a quantitative methodology to collect data from a range of student cohorts enrolled in different academic programs at Sanata Dharma University. The study utilizes a questionnaire survey as the data collection tool to assess the major variables being investigated. The poll used a Likert scale to evaluate the extent to which pupils have been exposed to character education, specifically through the Formasi Cerdas Humanis curriculum. Additionally, it assesses their proficiency in environmental knowledge and their awareness of the importance of fostering sustainability within the context of the university. The study population consists of 280 individuals who are enrolled at Sanata Dharma University. The data analysis procedure entails the application of multiple linear regression analysis, which is executed through the employment of SPSS software. The research findings indicate that there exists a moderately positive correlation between character education, environmental comprehension, and student consciousness regarding the endorsement of sustainability initiatives within the institution. Additionally, the dominance test conducted in this study indicates that environmental information exerts a marginally greater impact on student awareness and endorsement of sustainability programs compared to character education.

Keywords: character education, environmental knowledge, student awareness

Introduction

In the current context, there is a growing and pressing need to tackle the complex and diverse difficulties presented by sustainability (Duvnjak & Kohont, 2021; Iqbal & Ahmad, 2021; Mc Kinsey, 2021). Educational institutions play a crucial role in addressing this urgent issue, as they are tasked with the important task of both imparting information and driving social change (Cook, 2014; Pauw et al., 2015; Vukelić & Rončević, 2021). In the present broad context, our study endeavors to undertake an investigation into the complex interrelationship between character education and environmental knowledge. We aim to examine how these components intersect to influence the awareness and engagement of

university students (Fridayani, Riastuti, et al., 2022), specifically in relation to sustainability activities.

The research we are conducting has great importance due to the complex interplay of various factors that impact student engagement in sustainability initiatives (Müller & Kühl, 2023). In the contemporary era, marked by extensive global interconnectedness and the increasing threat of environmental crises, comprehending the intricate mechanisms through which character education and environmental knowledge impact student awareness assumes an undeniable and pivotal significance (Sahin & Teksoz, 2012). The ramifications of this level of understanding extend beyond the confines of academic discourse, influencing various aspects of society (Fridayani, 2022b; Setyowati, 2015). By conducting a thorough analysis of these complex variables, our objective is to uncover useful knowledge that can form the foundation for fostering a generation characterized by environmental awareness and a deep commitment to civic duty.

To enhance the credibility and scholarly rigor of our research, this introductory section conducts a thorough and painstaking examination of relevant literature. In this endeavor, we heavily rely on a wealth of contemporary scholarly publications from worldwide journals that encompass the fluid and progressing dialogue surrounding sustainability, education, character formation, and environmental consciousness (Biancardi et al., 2023; Nada et al., 2021; Pane & Patriana, 2016a). The act of providing scholarly context is not a superficial or routine task, but rather a purposeful action aimed at strategically situating our study within the extensive body of existing knowledge. (Fridayani, 2022a)

It is important to acknowledge that previous study efforts have primarily concentrated on individual aspects of sustainability education, character development, or environmental awareness, sometimes in a disconnected manner (Piscitelli & D’Uggetto, 2022). Nevertheless, the primary distinguishing feature of our research is in its unwavering dedication to directly uncovering the combined impact of character education and environmental awareness. In this analysis, we examine the influence of this alliance on the framework of student backing for sustainability endeavors, situated inside the complex fabric of a university's scholarly environment. The inclusion of this nuanced perspective is crucial, as it fills a significant gap in the current scholarly literature. Traditionally, the focus has been on examining isolated aspects of sustainability education or character development, without adequately considering their interconnected nature (Fridayani, Kusuma, et al., 2022)

The primary objective of our study is to examine the complex correlation between character education, specifically through the implementation of the "Formasi Cerdas Humanis" curriculum by Sanata Dharma University, and environmental knowledge. This program is compulsory for all students in their first and second semesters, and in its most recent version, it spans a duration of five semesters. Our objective is to elucidate the interplay of these elements in shaping student understanding and support for sustainability initiatives. Located within the unique context of a university environment, our research aims to establish a correlation between theoretical principles and real-world implementations.

The Sanata Dharma University-run "Formasi Cerdas Humanis" program is crucial in raising students' awareness of environmental and sustainability issues. This program, which encompasses a substantial phase of a student's first academic trajectory, endeavors to cultivate not only scholastic expertise but also a robust moral compass and commitment to societal obligations. By a meticulously designed curriculum, this educational program incorporates environmental education and character development, promoting a comprehensive approach to sustainability.

All entering students are required to participate in this program during their initial and subsequent semesters. The recent extension to a duration of five semesters highlights the university's dedication to integrating sustainability ideas extensively into the educational journey. The purpose of providing children with prolonged exposure to character education and environmental knowledge is to shape them into individuals who are ecologically sensitive and socially responsible. In accordance with Kusuma & Fridayani, (2022) theoretical

framework, this initiative is an organizational endeavor aimed at engaging its members to actively participate in alignment with the organization's objectives.

Through an examination of the "Formasi Cerdas Humanis" program in the university setting, our study aims to investigate the influence of this style of character education, in conjunction with environmental information, on the development of student consciousness and the promotion of sustainability endeavors. Our objective is to provide valuable insights that enhance the current body of knowledge on sustainability education and offer a nuanced comprehension of the impact of character education programs, such as "Formasi Cerdas Humanis," in fostering environmentally conscious students who actively promote sustainability.

The research referenced in the search results mostly concentrate on examining the impacts of sustainability education and eco-character development on different aspects of students' cognitive domains. These studies are relevant and significant in their scope and analysis. This encompasses various facets, such as the acquisition of knowledge, the dynamics of their interaction with the environment, and the underlying motivations that drive people to engage in pro-environmental actions. In the context of this complex framework of inquiry, our aim is to provide insightful contributions to the continuing dialogue surrounding sustainability education. We suggest that these insights possess the capacity to function as guiding principles, shedding light on the trajectory towards the creation of more effective educational practices and policies. By doing so, individuals may provide future leaders and citizens with the necessary skills and knowledge to passionately advocate for and successfully implement sustainable practices in an ever more intricate and interconnected global context.

Methodology

The methodology employed in this study refers to the systematic approach and set of procedures used to collect. This study article utilizes a quantitative methodology to examine the impact of character education and environmental knowledge on student consciousness and endorsement of sustainability projects in a university setting. The methodology section is organized in a manner that offers a thorough outline of the research design, methods employed for data collection, and procedures for data analysis.

The chosen methodology for this study is a quantitative research approach. Positivist research methods are used in this study to find out if there is a link between the independent factors, such as character education and environmental knowledge, and the dependent variable, which is students' awareness of and support for sustainability projects. The positivist paradigm is highly suitable for conducting quantitative research to analyze the influence of particular variables on student behavior and attitudes.

The first step in data collection involves the development of the instrument. With the intention of measuring character education, Sanata Dharma University has developed a survey tool to assess the effectiveness of its "Formasi Cerdas Humanis" program. This test encompasses components pertaining to the program's content, delivery, and perceived influence on the character development of pupils. In order to test students' environmental knowledge, we utilize questions that evaluate their comprehension of sustainability principles and environmental concerns.

Sampling is a fundamental technique used in research to select a subset of individuals or items from a larger population. It allows researchers to make The sample comprises 280 students enrolled in different academic programs at Sanata Dharma University, thereby ensuring a diverse representation of educational backgrounds.

The methodology employed for data collection in this study is described in this section. The collection of data will be facilitated through the utilization of self-administered questionnaires. The participants will receive comprehensive information regarding the objective of the research, and their involvement will be entirely voluntary and treated with the utmost confidentiality.

The surveys will be disseminated via electronic means, ensuring that participants are afforded sufficient time to complete them. The concepts of validity and reliability are crucial in research and measurement (Sugiyono, 2021). Validity refers to the extent to which a study or measurement accurately measures what it intends to measure. It ensures that the results obtained are meaningful and The survey instrument underwent a comprehensive process of validation and reliability testing in order to assure its robustness. The assessment of validity was conducted by expert reviewers, while the measurement of reliability was accomplished by the utilization of internal consistency metrics, specifically Cronbach's alpha.

The first type of analysis conducted in this study is descriptive analysis. The demographic characteristics of the participants and the important factors of interest, such as character education, environmental understanding, and student awareness, will be summarized using descriptive statistics.

Hypothesis Testing: Before performing multiple linear regression analysis, it is necessary to assess various fundamental assumptions, which include examining the normality of the data distribution, evaluating multicollinearity, and assessing heteroscedasticity. The administration of these tests is of utmost importance in order to ascertain the veracity of regression findings.

Multiple linear regression is a statistical technique used to model the relationship between multiple independent variables and a dependent variable. It is an extension of simple linear regression, which only considers one independent variable. Multiple linear regression allows for In order to examine the associations among character education, environmental knowledge, and student awareness and support for sustainability activities, a statistical technique known as multiple linear regression analysis will be utilized. This methodology enables the evaluation of the distinct impacts of individual independent variables while accounting for any confounding effects.

The subject of discussion is software. The data analysis will be conducted using the Statistical Package for the Social Sciences (SPSS) software. The SPSS offers the essential tools for doing regression analysis and running tests to assess the assumptions underlying the study.

The utilization of quantitative data collection and analysis methodologies will facilitate an examination of the complex interconnections among character education, environmental knowledge, and student awareness and support for sustainability initiatives. This research endeavor will yield significant contributions to the field of sustainability education within the university setting by providing valuable insights.

Results and Discussion

This section provides an overview of the findings obtained from the analysis of the data and examines their significance in relation to the study objectives and relevant studies outlined in the introduction. Furthermore, the analysis has been strengthened by providing a comprehensive account of the results obtained from instrument data testing, which encompasses assessments of validity and reliability as well as classical assumption tests. This meticulous approach ensures the robustness and credibility of the research.

The purpose of this study is to conduct instrument data tests.

The validity test is a method used to assess the accuracy and soundness of a certain concept, theory, or measurement tool. The validity test was conducted to assess the validity of all items in the questionnaire. The results indicated that the significant values for all items were below the threshold of 0.05, thereby confirming their validity. Table 1 shows that this finding suggests that the items are successful in accurately assessing the intended construction. The instrument underwent a thorough validation process, including expert

evaluations, to confirm its ability to appropriately measure the complexities of character education and environmental knowledge.

Table 1. Validity Test Results

Items	r value	Sig.
X1.1	0,727	0,000
X1.2	0,740	0,000
X1.3	0,730	0,000
X1.4	0,632	0,000
X1.5	0,669	0,000
X2.1	0,793	0,000
X2.2	0,789	0,000
X2.3	0,734	0,000
X2.4	0,710	0,000
X2.5	0,793	0,000
Y1	0,785	0,000
Y2	0,843	0,000
Y3	0,846	0,000

The **reliability test** is a method used to assess the consistency and stability of a measurement or instrument. All variables exceeded the suggested threshold of 0.6, according to the Cronbach's alpha reliability assessment, demonstrating a high level of internal consistency and reliability for the questionnaire. This suggests that the questionnaire items exhibit consistent measurement of the characteristics both longitudinally and across diverse samples.

Table 2. Reliability Test Results

Variable	Number of Items	Cronbach Alpha
Environmental knowledge	5	0,713
Character education	5	0,821
Students awareness	3	0,764

The topic of discussion pertains to classical assumption tests.

The **normality test** is a statistical procedure used to assess whether a given dataset follows a normal distribution. The data had a normal distribution, as evidenced by the results of a one-sample Kolmogorov-Smirnov test. The test yielded a significance value of 0.200, surpassing the predetermined threshold of 0.05. This indicates that the condition of normalcy is satisfied, hence confirming the suitability of parametric tests.

The **multicollinearity test** is a statistical procedure used to assess the presence of multicollinearity in a regression model. The tolerance and variance inflation factor (VIF) values for character education and environmental awareness were looked at as part of the assessment of multicollinearity. The tolerance values of 0.677 and VIF values of 1.478 suggest the absence of multicollinearity concerns. Tolerance values greater than 0.1 and VIF values less than 10 suggest the absence of multicollinearity. This assures that the independent variables are mutually exclusive and do not exhibit any form of collinearity.

The **Heteroscedasticity Test** is a statistical procedure used to assess the presence of heteroscedasticity in a dataset. The scatter plot analysis revealed a distribution of data points that were dispersed, suggesting a lack of heteroscedasticity within the dataset. This

suggests that the residual variance remains constant throughout the whole range of expected values.

Feasibility Analysis

The practicality of the model was assessed by examining the adjusted R-squared value, which was determined to be 0.494. These findings suggest that the integration of environmental knowledge and character education can account for 49.4% of the variability observed in student awareness and endorsement of sustainability activities. The remaining 50.6% is attributed to additional variables that have not been thoroughly investigated.

Furthermore, the analysis of variance (ANOVA) table revealed a substantial F-statistic of 136.449, accompanied by a significance level of 0.00. This indicates that the combined influence of the independent factors effectively accounts for the variations observed in the dependent variable. This finding indicates a high level of goodness-of-fit for the model. The elevated adjusted R-squared value suggests that the model exhibits a strong ability to elucidate the fluctuations in student awareness and support for sustainability activities.

The topic of interest in this study is hypothesis testing.

Table 3. Multiple linear regression analysis

Variable	B	t	Sig.
Environmental knowledge	0,274	-0,075	0,940
Character education	0,251	6,665	0,000

Dependent Variable: Students awareness

Hypothesis 1 posits a relationship between environmental knowledge and student awareness of sustainability initiatives.

The initial hypothesis postulated that there exists a strong and positive relationship between environmental knowledge and the level of student awareness and support for sustainability activities implemented on campus. The findings of our investigation provide robust support for the aforementioned concept.

The p-value linked with environmental knowledge was determined to be 0.000, indicating a substantial deviation from the standard significant threshold of 0.05. The aforementioned observation suggests a strong and statistically significant correlation between individuals' level of environmental knowledge and their awareness of and endorsement of sustainability programs. As students' level of environmental knowledge rises, there is a corresponding increase in their awareness of sustainability challenges and their propensity to endorse and engage in associated projects.

This discovery aligns with the extensive collection of scholarly works that repeatedly emphasize the influence of information acquisition on the development of pro-environmental attitudes and behaviors (Ahmad et al., 2015; Estrada-Araoz et al., 2023; Firmanshah et al., 2023). Students who possess a more profound comprehension of environmental matters are inclined to acknowledge the importance of sustainability endeavors and actively participate in their promotion. This statement is in accordance with the concept that people who possess knowledge and understanding are more capable of recognizing the significance of sustainable practices and implementing effective measures to tackle environmental issues.

Hypothesis 2 posits a relationship between character education and students' awareness of sustainability initiatives.

The second hypothesis posits that character education has a substantial and beneficial impact on students' awareness of and endorsement of sustainability activities. The theory in question also receives robust empirical support based on our investigation.

The statistical analysis revealed that the significance value attributed to character education was determined to be 0.000, which is significantly lower than the predetermined significance threshold of 0.05. These findings suggest a substantial and favorable impact of character education on students' level of awareness and endorsement of sustainability activities. Fundamentally, as pupils engage in character education programs, their comprehension of sustainability matters is heightened, along with their inclination to actively endorse sustainability endeavors.

The observed result aligns with the theoretical underpinnings of character education, which prioritize the cultivation of values, ethics, and a commitment to societal obligations (García-Álvarez et al., 2023; Pane & Patriana, 2016b). Character education programs, such as the "Formasi Cerdas Humanis" initiative implemented at Sanata Dharma University, aim to cultivate attributes such as empathy, ethical decision-making, and a dedication to the betterment of society and the environment. When students participate in character education, there is an increased likelihood that they will internalize these principles, leading to a greater inclination to actively participate in sustainability projects.

In conclusion, the empirical data provides robust support for both hypotheses, confirming the substantial and favorable associations between environmental knowledge, character education, and student awareness of and endorsement of sustainability activities. The aforementioned findings highlight the significance of fostering knowledge and character growth in order to cultivate environmentally aware and socially accountable university students who actively engage in sustainability initiatives within the campus community. The views expressed are in accordance with existing scholarly works and emphasize the capacity of educational institutions to have a profound impact on fostering upcoming leaders and citizens who possess a strong dedication to sustainability ideals.

The dominance test

The dominance test is a method used to assess the level of dominance exhibited by an individual or group in a given situation. (Ghozali, 2018). The dominance test is a useful tool for determining the relative impact of different variables on the dependent variable. The findings of this study indicate that environmental awareness has a significant role in shaping students' involvement in sustainability initiatives. The beta coefficient for environmental knowledge (0.274) was bigger than the beta coefficient for character education (0.251), which means that environmental knowledge has a bigger effect on students' awareness of and support for sustainability measures on campus. This result highlights the crucial significance of acquiring knowledge in promoting environmental awareness and encouraging pro-sustainability actions among students.

In summary, the findings of this study offer empirical evidence that highlights the significant influence of environmental knowledge and character education on the development of student consciousness and endorsement of sustainability endeavors within a university setting. The conclusions are ensured to be robust through rigorous validation and reliability testing, adherence to classical assumption requirements, and model feasibility analysis.

Moreover, the recognition of environmental knowledge as the prevailing determinant underscores the significance of disseminating knowledge to enhance the understanding and engagement of sustainability among college students. The aforementioned discoveries make a valuable contribution to the wider conversation surrounding sustainability education. They highlight the importance of using both knowledge-based and values-based methods in order to cultivate individuals who are ecologically aware and accountable.

Conclusion

In short, the main goal of this study was to look at how teaching about the environment and building good character, especially through the "Formasi Cerdas Humanis" program, affects students' level of awareness and support of sustainability efforts in a university setting. The results of this research provide insight into the intricate dynamics between these variables and their influence on student conduct and perspectives.

The research conducted yielded a number of significant findings:

Initially, it was determined that possessing environmental knowledge had a notable and favorable correlation with students' level of awareness and endorsement of sustainability endeavors within the university setting. As the level of environmental knowledge among students improved, there was a corresponding rise in their awareness of sustainability issues and their inclination to actively support projects linked to sustainability. This highlights the significance of acquiring information in promoting environmental awareness and engagement among university students.

Additionally, the "Formasi Cerdas Humanis" program was found to be a substantial and positive factor in fostering student understanding and promoting support for sustainability measures. Character education programs have been crucial in changing students' attitudes and behaviors towards sustainability by fostering the development of values, ethics, and a sense of social responsibility.

Furthermore, the results of the dominance test indicated that environmental knowledge exerted a marginally more significant influence on student engagement in sustainability initiatives compared to character education. This suggests that approaches centered around knowledge may possess a slightly larger impact within the specific parameters of this research.

The aforementioned findings highlight the significant importance of education in fostering environmentally aware and socially accountable university students. Additionally, there is an emphasis on the necessity of adopting a comprehensive approach to sustainability education, which involves the integration of knowledge dissemination and the cultivation of character development.

Given the aforementioned findings, it is recommended that future research initiatives delve into the precise processes through which character education and environmental information intersect, hence exerting an influence on student attitudes and behaviors. Furthermore, doing research on the enduring impacts of sustainability education on students as they advance in their academic trajectory and transition into their careers has the potential to provide significant and meaningful findings.

In summary, this study makes a valuable contribution to the continuing scholarly conversation surrounding sustainability education in higher education institutions. It underscores the importance of acquiring knowledge and developing personal attributes in order to cultivate a cohort of students who actively advocate for and participate in sustainability endeavors (Fridayani et al., 2023). Educational institutions can enhance their potential to equip future leaders and people with the necessary skills to effectively tackle global sustainability challenges by comprehending the intricate interplay between these dimensions.

Acknowledgment

We extend our heartfelt gratitude to APTİK (Association of Catholic Higher Education) and Universitas Sanata Dharma for their collaboration in organizing the International Conference, which provided a valuable platform for students, guided by our esteemed faculty, to actively participate in meaningful discussions. This opportunity provided students with the ability to gain essential experience by actively participating in an international event and applying their learned knowledge in a practical manner. We would like to extend our appreciation for the support and encouragement provided by APTİK and Universitas Sanata Dharma in fostering academic growth and global prospects for our students.

References

- Ahmad, J., Md. Noor, S., & Ismail, N. (2015). Investigating students' environmental knowledge, attitude, practice and communication. *Asian Social Science*, 11(16), 284-293. <https://doi.org/10.5539/ass.v11n16p284>
- Biancardi, A., Colasante, A., & D'Adamo, I. (2023). Sustainable education and youth confidence as pillars of future civil society. *Scientific Reports*, 13(1). <https://doi.org/10.1038/s41598-023-28143-9>
- Cook, J. W. (2014). Sustainable School Leadership: The Teachers' Perspective. *NCPEA International Journal of Educational Leadership Preparation*, 9(1).
- Duvnjak, B., & Kohont, A. (2021). The role of sustainable hrm in sustainable development. *Sustainability (Switzerland)*, 13(19). <https://doi.org/10.3390/su131910668>
- Estrada-Araoz, E. G., Gallegos Ramos, N. A., Paredes Valverde, Y., Quispe Herrera, R., & Mori Bazán, J. (2023). Examining the Relationship between Environmental Education and Pro-Environmental Behavior in Regular Basic Education Students: A Cross-Sectional Study. *Social Sciences*, 12(5). <https://doi.org/10.3390/socsci12050307>
- Firmanshah, M. I., Abdullah, N., & Fariduddin, M. N. (2023). The Relationship of School Students' Environmental Knowledge, Attitude, Behavior, and Awareness toward the Environment: A Systematic Review. *International Journal of Academic Research in Progressive Education and Development*, 12(1). <https://doi.org/10.6007/ijarped/v12-i1/15707>
- Fridayani, J. A. (2022a). Pendampingan dalam Pengelolaan Organisasi Mahasiswa. *SIPISSANGNGI: Jurnal Pengabdian Kepada Masyarakat*, 2(2), 109. <https://doi.org/10.35329/sipissangngi.v2i2.2922>
- Fridayani, J. A. (2022b). Pengaruh Efikasi Diri, Motivasi Diri dan Manajemen Waktu terhadap Minat Mahasiswa dalam Berorganisasi. *Jurnal Manajemen, Organisasi, Dan Bisnis*, 2(2), 220-232. <https://www.journal.unrika.ac.id/index.php/JMOB/index>
- Fridayani, J. A., Jehamu, M. A., & Riastuti, A. (2023). Analysis of Factors Related to Student Academic Procrastination. In *THE INTERNATIONAL JOURNAL OF BUSINESS REVIEW (THE JOBS REVIEW)* (Vol. 6, Issue 1).
- Fridayani, J. A., Kusuma, S. E., & Yuniarto, A. Y. (2022). Building Link-Match of Gen Z and The World Of Work Through Contextual-Adaptive Facilitation. *Jurnal Bisnis Strategi*, 31(2), 46-58. <https://ejournal.undip.ac.id/index.php/jbs>
- Fridayani, J. A., Riastuti, A., & Jehamu, M. A. (2022). Analisis Faktor yang Memengaruhi Kemampuan Berpikir Kritis pada Mahasiswa. In *Journal of Business Management Education* | (Vol. 7, Issue 3).
- García-Álvarez, D., Soler, M. J., Cobo-Rendón, R., & Hernández-Lalinde, J. (2023). Teacher Professional Development, Character Education, and Well-Being: Multicomponent Intervention Based on Positive Psychology. *Sustainability (Switzerland)*, 15(13). <https://doi.org/10.3390/su15139852>
- Ghozali, I. (2018). *Aplikasi analisis multivariete SPSS 25*. Semarang: Universitas Diponegoro.
- Iqbal, Q., & Ahmad, N. H. (2021). Sustainable development: The colors of sustainable leadership in learning organization. *Sustainable Development*, 29(1), 108-119. <https://doi.org/10.1002/sd.2135>
- Kusuma, S. E., & Fridayani, J. A. (2022). *Institusi Dan Organisasi: Pengenalan, Identifikasi Dan Analisis Dasar*. Sanata Dharma University Press.
- Mc Kinsey. (2021). How companies capture the value of sustainability: Survey findings. *Mc Kinsey*.

- Müller, L., & Kühl, M. (2023). Climate change and health: Changes in student environmental knowledge and awareness due to the implementation of a mandatory elective at the Medical Faculty of Ulm? *GMS Journal for Medical Education*, 40(3).
- Nada, H. N., Fajarningsih, R. U., & Astirin, O. P. (2021). Environmental education to build school members' character. *JPBI (Jurnal Pendidikan Biologi Indonesia)*, 7(1), 43-52. <https://doi.org/10.22219/jpbi.v7i1.14283>
- Pane, M. M., & Patriana, R. (2016a). The Significance of Environmental Contents in Character Education for Quality of Life. *Procedia - Social and Behavioral Sciences*, 222, 244-252. <https://doi.org/10.1016/j.sbspro.2016.05.153>
- Pane, M. M., & Patriana, R. (2016b). The Significance of Environmental Contents in Character Education for Quality of Life. *Procedia - Social and Behavioral Sciences*, 222, 244-252. <https://doi.org/10.1016/j.sbspro.2016.05.153>
- Pauw, J. B. de, Gericke, N., Olsson, D., & Berglund, T. (2015). The effectiveness of education for sustainable development. *Sustainability (Switzerland)*, 7(11), 15693-15717. <https://doi.org/10.3390/su71115693>
- Piscitelli, A., & D'Uggento, A. M. (2022). Do young people really engage in sustainable behaviors in their lifestyles? *Social Indicators Research*, 163(3), 1467-1485. <https://doi.org/10.1007/s11205-022-02955-0>
- Sahin, E., & Teksoz, G. (2012). University students' behaviors pertaining to sustainability: A structural equation model with sustainability-related attributes *Article in The International Journal of Environmental and Science Education*. <https://www.researchgate.net/publication/286595887>
- Setyowati, L. (2015). Integrating Character Building Into Teaching To Enhance The Students Environmental Awareness. *Journal on English as a Foreign Language*, 3(1), 1. <https://doi.org/10.23971/jefl.v3i1.57>
- Sugiyono. (2021). *Statistika untuk Penelitian*. Alfabeta.
- Vukelić, N., & Rončević, N. (2021). Student teachers' sustainable behavior. *Education Sciences*, 11(12). <https://doi.org/10.3390/educsci11120789>