



Sustainability Literacy Assessment Report

2026

Students

Assessing students' sustainability knowledge and engagement to understand, inspire, and empower a more sustainable future.



ENVIRONMENT



SOCIAL



GOVERNANCE
AND ENGAGEMENT

Knowledge.
Action.
Impact.



Contents

1. Introduction.....	1
2. Methodology	1
2.1 Survey Design.....	1
2.2 Scoring System	2
2.3 Score calculation and interpretation	3
2.4 Respondents and Sampling Method.....	3
3. Overall Results	4
4. Scores	12
4.1 Knowledge vs Engagement Analysis.....	12
4.2 Individual Final Scores	13
5. Key Findings.....	14
5.1 Strengths	14
5.2 Gaps	15
5.3 Opportunities.....	16
6. Policy Recommendations	16
6.1 Strengthening the Transition from Awareness to Action.....	17
6.2 Improving Visibility of Sustainability Facilities and Programs.....	17
6.3 Strengthening Engagement with Student Support Services.....	17
6.4 Leveraging Student Champions as Peer Influencers	17
6.5 Developing a More Integrated Student-Centered Communication Approach.....	17
6.6 Strengthening Monitoring and Feedback Mechanisms	17
7. Conclusion.....	18

1. Introduction

The Sustainability Literacy Assessment was carried out to examine the level of sustainability knowledge and engagement among university students. Within the higher education context, sustainability is reflected not only through institutional policies and infrastructure, but also through the knowledge, attitudes, and everyday behaviors of its academic community.

This assessment applies a dual approach by evaluating both sustainability knowledge and institutional engagement. The knowledge component measures respondents' understanding of sustainability concepts, particularly within the Environmental, Social, and Governance (ESG) framework. Meanwhile, the engagement component assesses the extent to which students are aware of, support, and participate in sustainability-related initiatives and practices within the university.

By integrating these two dimensions, the assessment offers a more comprehensive understanding of how sustainability is both perceived and practiced among students. The findings are expected to contribute to the continuous improvement of institutional programs, strengthen sustainability awareness, and enhance the alignment between policy and actual practices in academic life.

2. Methodology

2.1 Survey Design

The Sustainability Literacy Assessment consists of two main components:

1. Knowledge Assessment

The knowledge section includes 20 multiple-choice questions covering key sustainability topics within the ESG framework. Each correct answer is assigned a score of 5 points, resulting in a maximum score of 100.

2. Engagement Assessment

The engagement section consists of 15 questions related to institutional sustainability initiatives. Responses are measured using a three-level scale:

3 = Doing (actively practicing or engaging)

2 = Aware (aware but not actively engaged)

1 = Not Aware

However, for questions 5, 9, 12, and 13, the response options are simplified into:

3 = Doing

1 = Not Aware

The scoring approach is adjusted to reflect the nature of the initiatives being assessed. In these cases, active participation is not always applicable or expected. Therefore, responses are measured using a simplified scale: 3 = Aware and 1 = Not Aware. In this context, awareness is considered the highest level of engagement, as it indicates that respondents recognize the availability of the initiative and are able to support or recommend it when relevant. This

approach ensures that the scoring system remains appropriate and fair across different types of institutional initiatives.

The maximum engagement score is therefore 45 points.

2.2 Scoring System

To ensure balanced interpretation between knowledge and engagement, a normalized weighted scoring approach is applied.

Step 1: Normalization

- Knowledge Score (%) = (Knowledge Score / 100) × 100
- Engagement Score (%) = (Engagement Score / 45) × 100

Step 2: Categorization

- **Knowledge:**
 - ✓ High (≥70)
 - ✓ Medium (55–69)
 - ✓ Low (<55)
- **Engagement:**
 - ✓ High (≥70%)
 - ✓ Medium (50–69%)
 - ✓ Low (<50%)

Step 3: Weighting

Component	Weight
Knowledge	50%
Engagement	50%

Step 4: Knowledge–Engagement Matrix Construction

Beyond the overall score, a Knowledge–Engagement Matrix was constructed to explicitly examine how sustainability knowledge is translated into practice.

Using the categorized levels from Step 2, respondents were mapped into four quadrants:

- High Knowledge – High Engagement (Champions)
- High Knowledge – Low Engagement (Aware but Passive)
- Low Knowledge – High Engagement (Active but Limited Understanding)
- Low Knowledge – Low Engagement (Priority Group)

The matrix is not used to calculate scores, but rather to provide a behavioural segmentation of respondents. This allows the analysis to distinguish between:

- Individuals who both understand and practice sustainability

- Individuals who understand but are not yet actively engaged
- Individuals who are active but lack sufficient understanding
- Individuals who require both awareness and engagement improvement

This distinction is critical for designing targeted institutional interventions, as different groups require different strategies (e.g., training, activation, or awareness programs).

2.3 Score calculation and interpretation

$$\text{Individual Final Score} = (\text{Knowledge \%} \times 0.5) + (\text{Engagement \%} \times 0.5)$$

The final score is expressed on a scale of 0–100.

Score Range	Category
85–100	Sustainability Champion
70–84	Highly Literate & Engaged
55–69	Developing
40–54	Low
<40	Critical

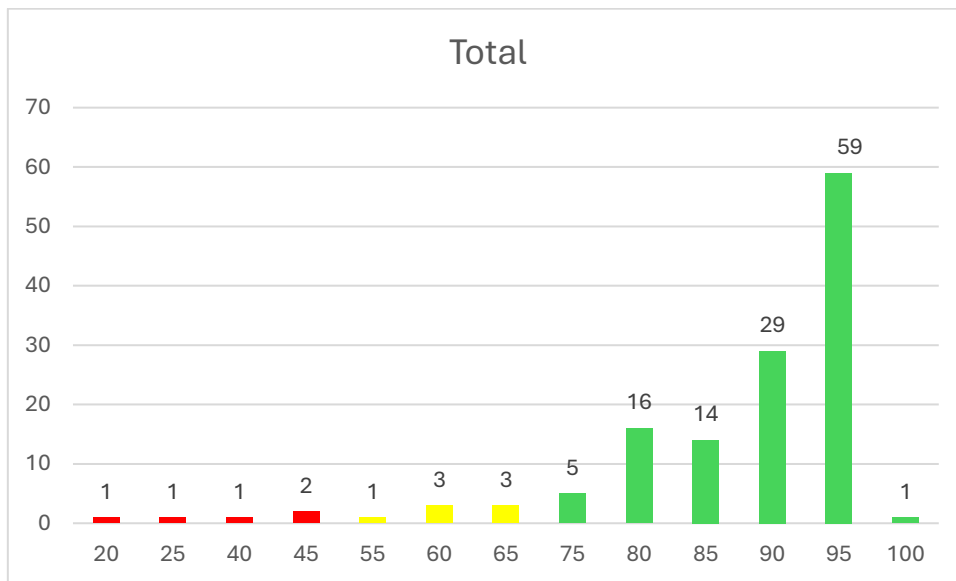
It should be emphasized that this classification reflects individual performance based on the combined score, while the matrix classification reflects the relationship between knowledge and engagement, and therefore serves a different analytical purpose.

2.4 Respondents and Sampling Method

The respondents in this assessment were university students. A total of **136 respondents** participated in the survey.

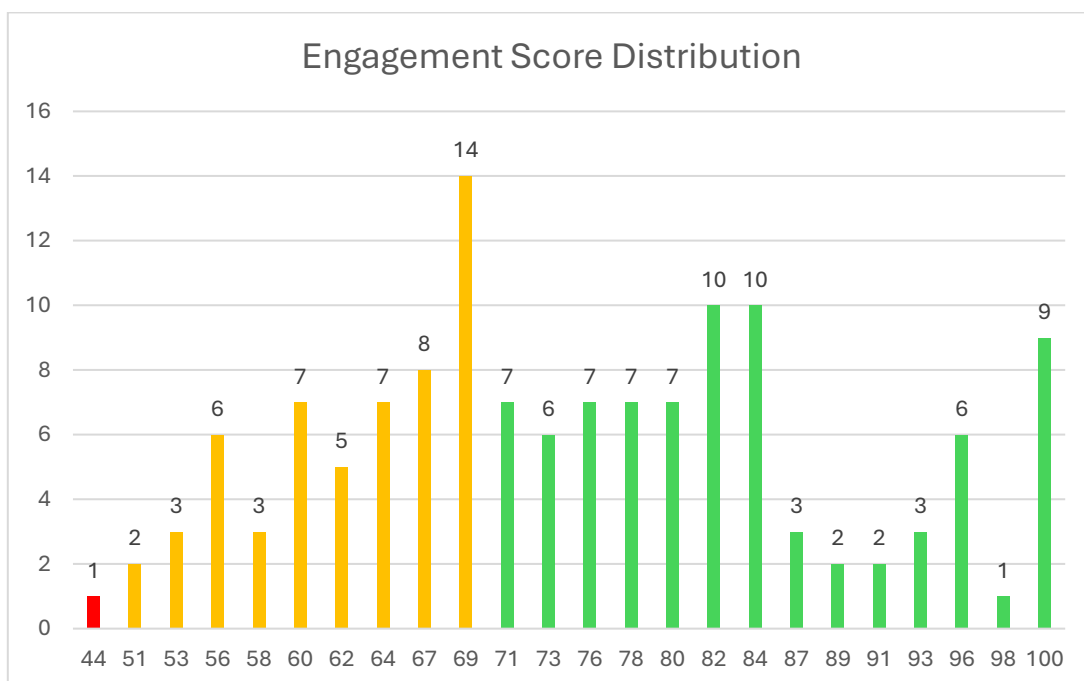
The study utilized a convenience sampling method, where participants were selected based on their accessibility and willingness to take part in the survey. This approach was considered suitable for an initial institutional assessment, as it enabled efficient data collection across different student groups while still providing a general overview of sustainability literacy and engagement within the student population.

3. Overall Results



The results of the Sustainability Literacy Assessment indicate a strong level of knowledge among student respondents. The majority, **91.2%**, achieved a high knowledge score (≥ 70), reflecting a solid understanding of sustainability concepts. Meanwhile, **5.1%** of respondents were categorized at a medium level (55–69), and **3.7%** fell into the low category (< 55).

Overall, these findings suggest that most students demonstrate a high level of sustainability knowledge, although a small proportion may still require further improvement.



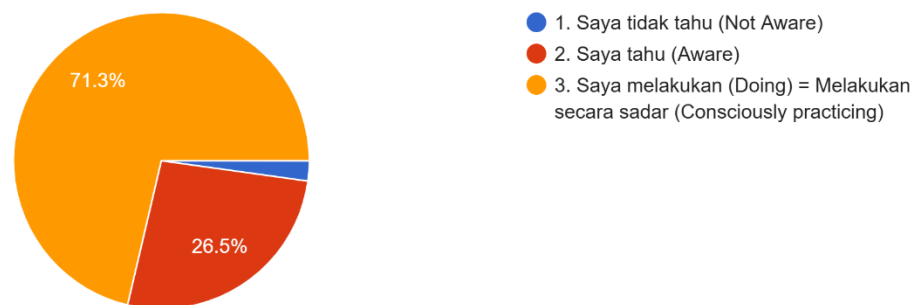
The results of the Sustainability Literacy Assessment indicate a moderate to high level of engagement among student respondents. A majority, **58.8%**, achieved a high engagement score (≥ 70), reflecting active involvement in sustainability-related practices and initiatives.

Meanwhile, a substantial proportion, **40.5%**, were categorized at a medium level (50–69), suggesting awareness and partial engagement. Only **0.7%** of respondents fell into the low category (<50).

These findings suggest that while more than half of the students are actively engaged in sustainability efforts, a considerable proportion remains at the awareness stage, indicating opportunities to further strengthen participation in sustainability initiatives.

1. Universitas menyediakan sistem pemilahan sampah sesuai kategori. (The university provides a waste separation system by category.)

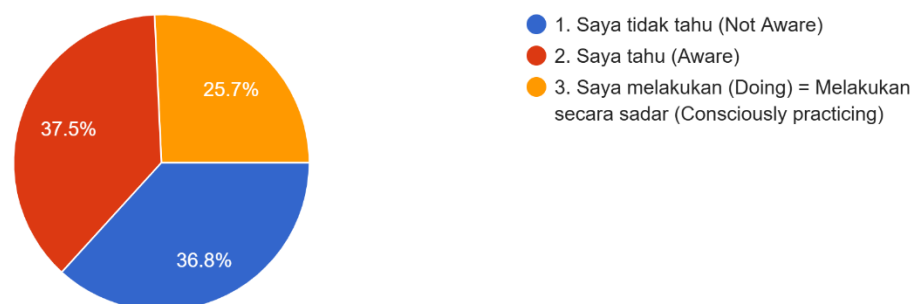
136 responses



The survey results indicate that the majority of students (71.3%) actively practice waste separation in accordance with the categories provided by the university. In addition, 26.5% of students are aware of the system but do not regularly participate, while a small proportion (2.2%) are not aware of the system at all. The findings reflect a relatively strong level of involvement among students, though additional efforts are still required to improve awareness and encourage more consistent participation.

2. Universitas menyediakan fasilitas khusus untuk limbah baterai. (The university provides special facilities for hazardous waste such as batteries.)

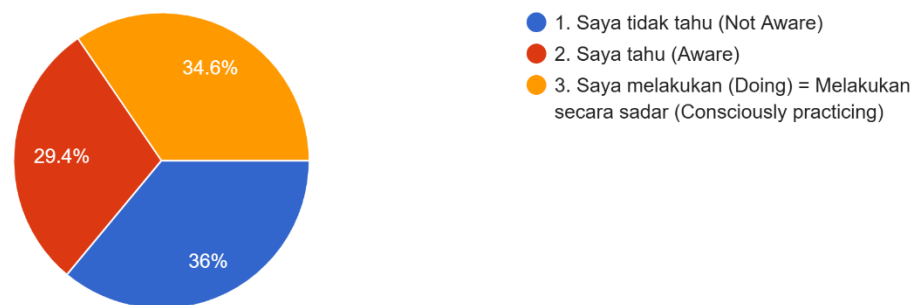
136 responses



The survey findings indicate that 25.7% of students regularly use the university’s designated facilities for hazardous waste, such as battery disposal. In addition, 37.5% are aware of these facilities but do not use them on a regular basis, while 36.8% are unaware of their availability. This indicates that participation among students remains relatively limited, highlighting the need to improve both awareness and utilization of hazardous waste facilities.

3. Universitas menerapkan kebijakan larangan penggunaan kantong plastik. (The university implements a plastic bag ban policy.)

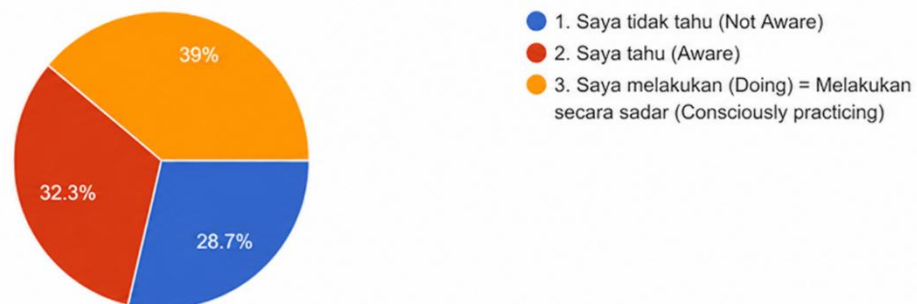
136 responses



The survey results indicate that 34.6% of students actively comply with the university’s plastic bag ban policy in their daily practices. Meanwhile, 29.4% are aware of the policy but do not consistently adhere to it, and 36% are not aware of it at all. This indicates that participation among students remains relatively limited, highlighting the need to strengthen awareness and encourage more consistent compliance with the policy.

4. Universitas mendorong penerapan kebijakan paperless dalam kegiatan akademik dan administrasi. (The university promotes paperless practices in academic and administrative activities.)

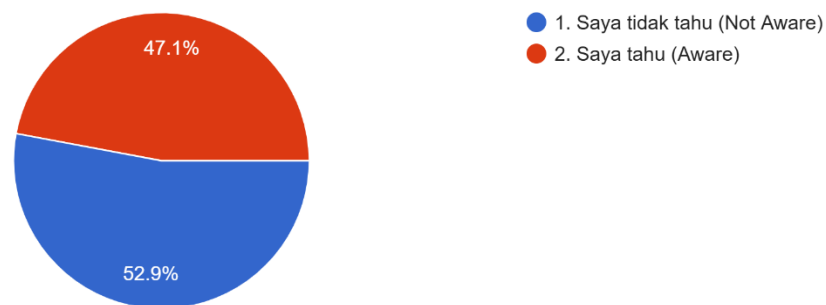
136 responses



The survey results show that 39% of students actively engage in paperless practices promoted by the university. In addition, 32.3% are aware of these practices but do not consistently take part, while 28.7% are not aware of them. This indicates that participation among students remains relatively limited, highlighting the need to improve both awareness and consistent engagement in paperless practices.

5. Universitas mengelola sisa makanan untuk pengolahan maggot serta sampah organik untuk kompos. (The university manages food waste for maggot or organic waste for compost processing.)

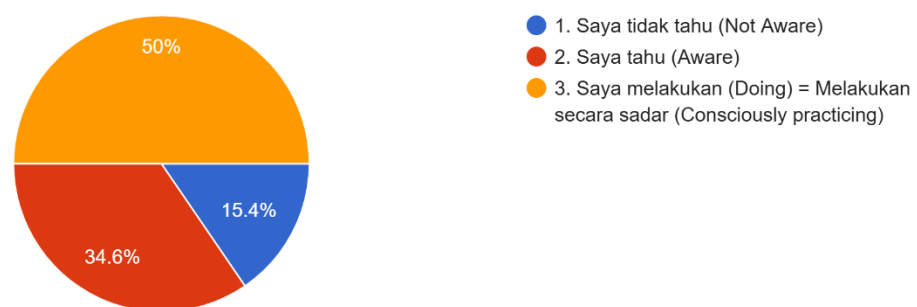
136 responses



The survey results reveal that 52.9% of students are aware of the university’s management of food waste for maggot cultivation and organic waste for compost processing, while 47.1% are not aware of these initiatives. This reflects a moderate level of awareness among students, highlighting the need for improved information sharing to increase overall understanding of these initiatives.

6. Universitas mendorong efisiensi penggunaan energi listrik. (The university promotes electricity efficiency).

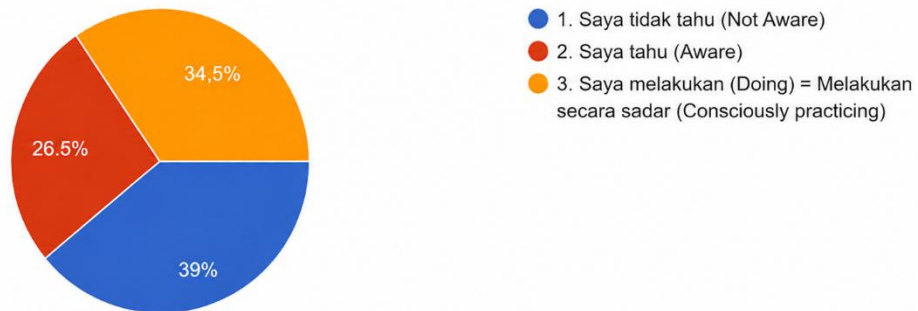
136 responses



The survey results indicate that 50% of students actively practice electricity-saving behaviors promoted by the university. Meanwhile, 34.6% are aware of these initiatives but do not consistently adopt them in their daily activities, and 15.4% are not aware of them at all. This indicates that participation among students is moderate, highlighting the need to strengthen awareness and encourage more consistent adoption of electricity-saving practices.

7. Universitas mendorong penggunaan tangga dibandingkan lift. (The university encourages using stairs instead of elevators).

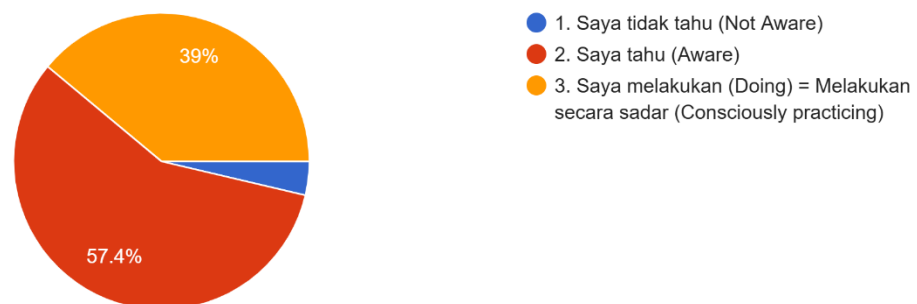
136 responses



The survey results show that 34.5% of students actively choose to use stairs as encouraged by the university. In addition, 26.5% are aware of this initiative but do not regularly adopt the practice, while 39% are not aware of it. These findings indicate that participation among students remains relatively limited, highlighting the need to strengthen awareness and encourage greater adoption of the practice.

8. Universitas mendorong sustainable transportation seperti penyediaan shuttle bus. (The university encourages sustainable transportation by providing shuttle bus services).

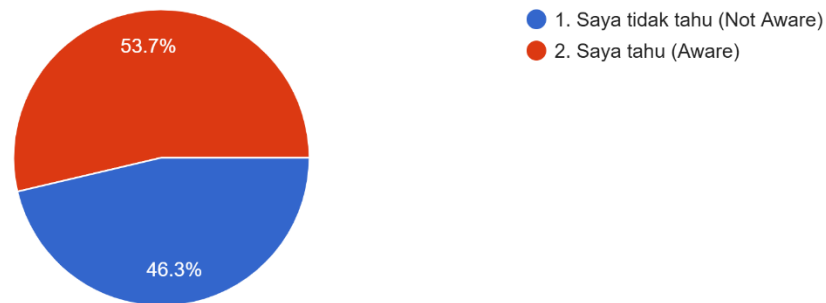
136 responses



The survey results indicate that 57.4% of students are aware of the university's shuttle bus services but do not regularly use them. Meanwhile, 39% actively utilize or support the service, and 3.6% are not aware of it at all. This suggests that although awareness among students is relatively high, actual utilization remains moderate, indicating a gap between awareness and adoption.

9. Universitas menggunakan peralatan ramah lingkungan (panel surya, kran otomatis, STP, daur ulang perabot). (The university provides eco-friendly...self-closing faucets, STP, and recycled furniture.)

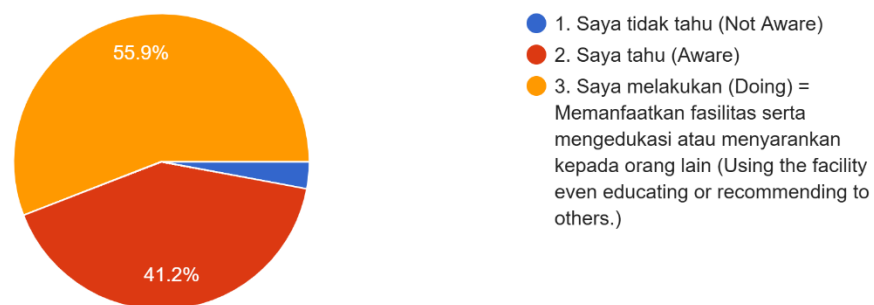
136 responses



The survey results reveal that 53.7% of students are aware of the university's provision of eco-friendly equipment and infrastructure, such as solar panels, self-closing faucets, sewage treatment plants (STP), and recycled furniture, while 46.3% are not aware of these initiatives. This indicates that awareness among students is moderate, suggesting that further communication efforts are needed to broaden understanding of these initiatives.

10. Universitas menyediakan layanan klinik kesehatan bagi mahasiswa dan staf. (The university provides health clinic services for students and staff.)

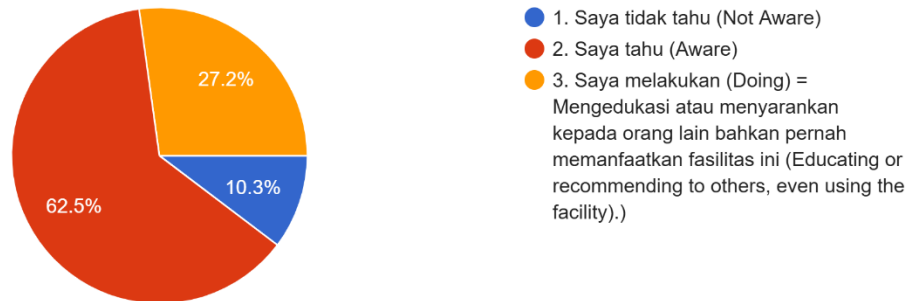
136 responses



The survey results show that 55.9% of students actively make use of the university's health clinic services, including utilizing the facilities as well as recommending or promoting them to others. Meanwhile, 41.2% are aware of the services but have not made use of them, and 2.9% are not aware of them at all. These findings indicate a relatively high level of participation and awareness among students, although there is still room to encourage greater utilization of the services.

11. Universitas menyediakan layanan konsultasi kesehatan mental dan psikologis. (The university provides mental health and psychological counseling services.)

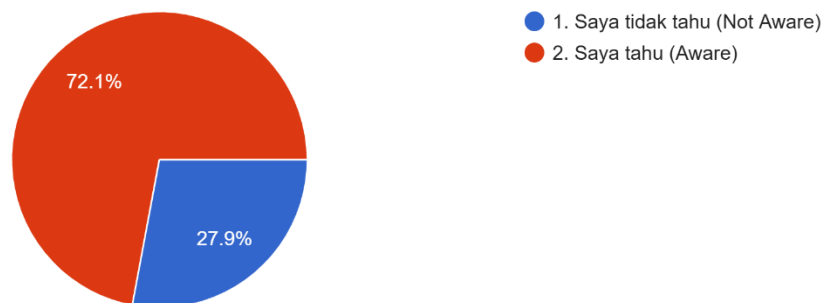
136 responses



The survey results indicate that 27.2% of students actively engage with the university’s mental health and psychological counseling services, including using the facilities as well as recommending or promoting them to others. Meanwhile, 62.5% are aware of these services but have not made use of them, and 10.3% are not aware of them at all. These findings suggest that while awareness among students is relatively high, actual utilization remains limited, indicating the need to further encourage the use of these services.

12. Universitas mendukung penyediaan makanan sehat di lingkungan kampus. (The university supports the provision of healthy food on campus.)

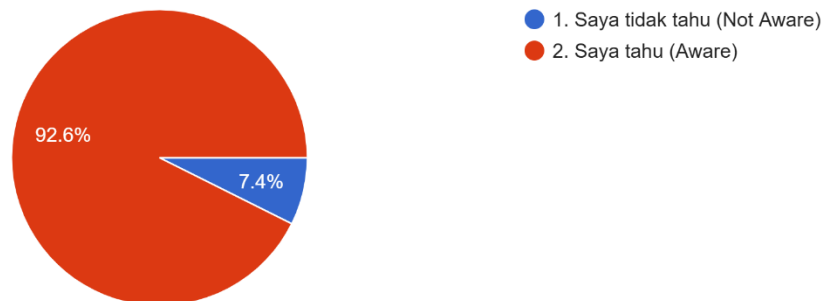
136 responses



The survey results show that 72.1% of students are aware that the university supports the provision of healthy food on campus, while 27.9% are not aware of this initiative. This indicates a moderate level of awareness among students, suggesting the need for increased communication to ensure broader understanding of this initiative.

13. Universitas memastikan kesempatan yang setara bagi perempuan dan laki-laki dalam kepemimpinan. (The university ensures equal oppor...ties for women and men in leadership positions.

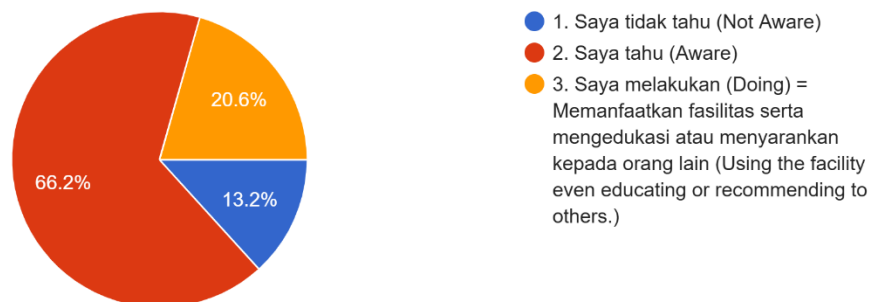
136 responses



The survey results indicate that 92.6% of students are aware that the university ensures equal opportunities for women and men in leadership positions, while 7.4% are not aware of this commitment. This reflects a very high level of awareness among students.

14. Universitas memiliki pusat layanan yang menangani pengaduan kekerasan atau pelecehan di lingkungan kampus. (The university has a service...ce or harassment within the campus environment).

136 responses



The survey results show that 20.6% of students actively engage with the university's service center for handling complaints related to violence or harassment, including using the services as well as recommending or promoting them to others. Meanwhile, 66.2% are aware of the service center but have not made use of it, and 13.2% are not aware of it at all. These findings indicate that awareness among students is relatively good, with opportunities to further encourage utilization of the service.

15. Universitas memiliki skema beasiswa bagi mahasiswa. (The university provides scholarship schemes for students).

136 responses

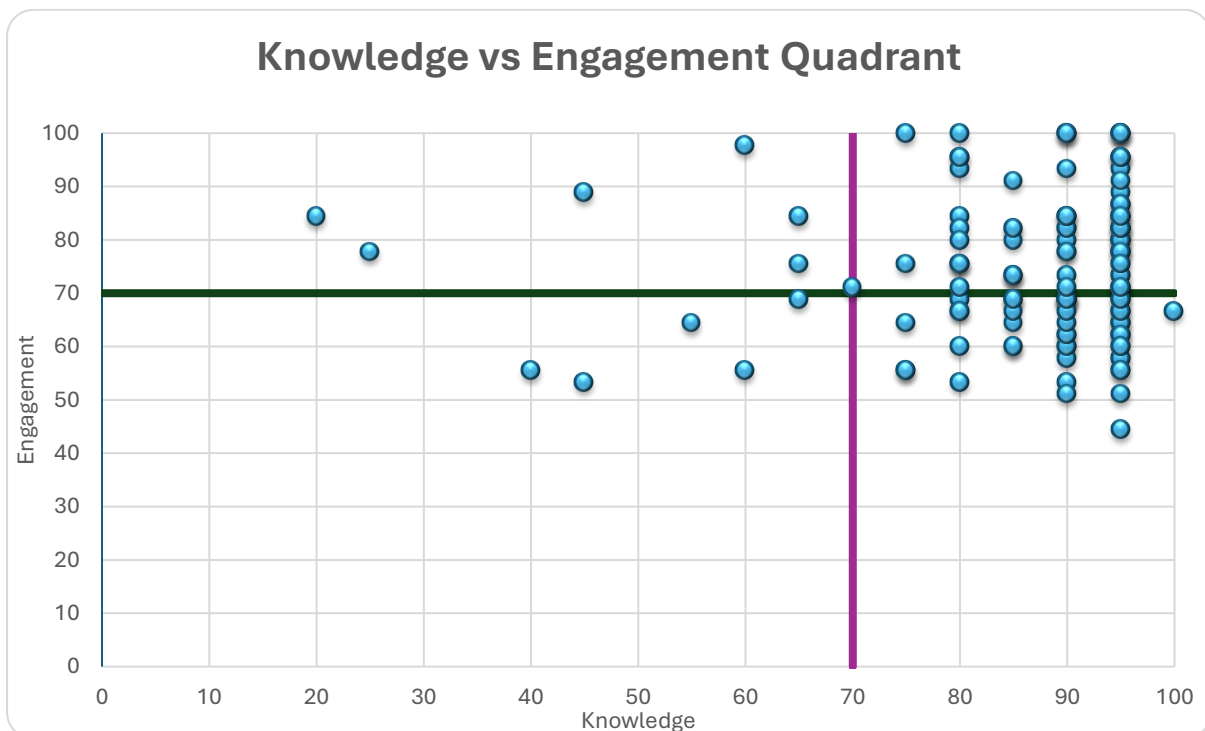


The survey results indicate that 37.5% of students actively engage with the university's scholarship schemes, including utilizing the opportunities as well as recommending or promoting them to others. Meanwhile, 60.3% are aware of these schemes but have not made use of them, and 2.2% are not aware of them at all. This suggests that awareness among students is relatively high, although there is still room to further increase participation.

4. Scores

4.1 Knowledge vs Engagement Analysis

This section analyzes respondents using the Knowledge–Engagement Matrix.



Based on the Knowledge–Engagement Matrix analysis of 136 student respondents, the largest proportion (54.4%) falls into the Champion category. This suggests that more than half of the students demonstrate both a solid understanding of sustainability and active involvement in related university initiatives, reflecting a strong integration of knowledge into practice.

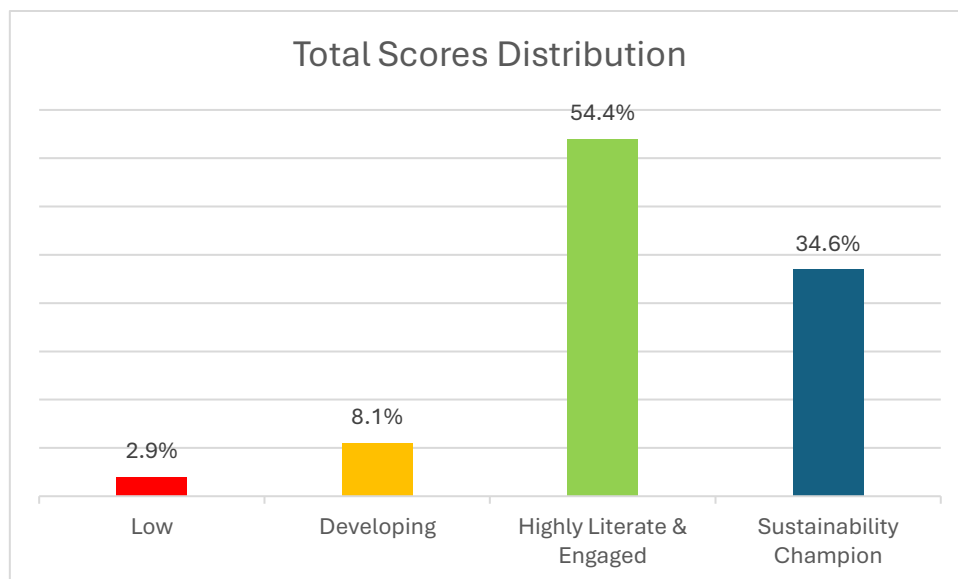
Approximately 37.5% of students are categorized as Aware but Passive, indicating that although they have a reasonable level of sustainability knowledge, this has not yet been consistently translated into active engagement. This points to the need for initiatives that encourage greater participation, such as targeted campaigns or more accessible involvement opportunities.

A smaller group, 4.4%, is classified as Active but with Limited Understanding. These students are already involved in sustainability-related activities but may benefit from deeper conceptual knowledge to support and strengthen their actions.

In addition, 3.7% of students fall into the Low Knowledge – Low Engagement (Priority Group) category, showing that a small segment still lacks both awareness and involvement. This group would benefit from more fundamental awareness-building efforts.

Overall, the results indicate a generally positive level of sustainability engagement among students, while also highlighting specific areas where both understanding and participation can be further developed.

4.2 Individual Final Scores



The distribution of sustainability literacy levels among students shows that most fall within the higher performance categories. A total of 34.6% are classified as Sustainability Champion (scores 85–100), while 54.4% are in the Highly Literate & Engaged category (scores 70–84). This suggests that a large proportion of students possess strong sustainability knowledge accompanied by a relatively high level of engagement.

A smaller share of students are categorized as Developing (8.1%, scores 55–69) and Low (2.9%, scores 40–54), indicating that although some have a basic understanding of sustainability concepts, their level of literacy and engagement is still limited.

Overall, this distribution points to a generally strong level of sustainability literacy among students, while also highlighting the importance of providing additional support to those in the lower categories to achieve a more balanced level of understanding and engagement across all groups.

5. Key Findings

5.1 Strengths

The findings indicate a generally positive level of sustainability awareness and engagement among students across several key areas within the university. While the level of active participation varies across initiatives, the results show that many sustainability practices have begun to be integrated into students' daily activities, supported by a growing level of awareness.

In operational practices, student engagement shows encouraging trends. Electricity-saving behavior demonstrates a moderate level of participation, with 50% of students actively adopting such practices. Waste separation stands out as a stronger area, with 71.3% of students actively practicing it. Paperless practices are also being adopted, with 39% of students actively engaging in digital-based activities, indicating a solid foundation that can be further strengthened.

In terms of environmental initiatives and facilities, participation continues to develop. The use of hazardous waste facilities is reflected in 25.7% active utilization, while the plastic bag ban policy is followed by 34.6% of students. Similarly, 34.5% actively choose to use stairs instead of elevators. These figures suggest that while engagement is already present, there remains good potential to expand participation through increased awareness and encouragement.

Regarding institutional services, student responses reflect both awareness and emerging engagement. Health clinic services show strong participation, with 55.9% of students actively utilizing or promoting them. For mental health and counselling services, 27.2% of students actively engage, including recommending these services to others, indicating a growing recognition of their importance even among those who may not use them directly. The university shuttle bus is actively used by 39% of students, suggesting that the service is gaining traction as a sustainable transportation option.

From an awareness perspective, several areas demonstrate strong outcomes. Awareness of gender equality in leadership is very high at 92.6%, while awareness of healthy food provision on campus reaches 72.1%. Awareness of sustainability-related infrastructure, such as eco-

friendly facilities, stands at 53.7%, indicating a good level of recognition with opportunities for further enhancement.

Overall, these findings suggest that students have developed a solid awareness of sustainability initiatives, accompanied by a growing level of participation across various areas. With continued communication, supportive programs, and opportunities for involvement, there is strong potential to further strengthen the alignment between awareness and active engagement among students.

5.2 Gaps

Despite the overall positive trends, several important gaps can be identified, particularly in the relationship between awareness and actual behaviour, as well as variations in the visibility of certain initiatives among students.

A notable gap is observed in sustainable mobility. While 57.4% of students are aware of the university's shuttle bus services, only 39% actively use or support them. This suggests that awareness does not always lead to consistent usage, indicating possible factors such as convenience, scheduling, or personal preference influencing students' decisions.

A similar pattern appears in everyday behavioural initiatives. For instance, although 26.5% of students are aware of the encouragement to use stairs, only 34.5% actively adopt the practice, while a relatively high proportion (39%) remain unaware. Likewise, in the plastic bag ban policy, 29.4% of students are aware but do not consistently apply it, and 36% are not aware at all. These findings point to a gap between knowledge and routine practice, as well as the need for broader dissemination of information.

Gaps in awareness are particularly evident in environmental facilities and infrastructure. A considerable proportion of students are not aware of hazardous waste disposal facilities (36.8%), with only 25.7% actively using them. Similarly, 46.3% of students are not aware of eco-friendly infrastructure such as solar panels, STP systems, and recycled furniture. These results indicate that existing sustainability facilities have not yet been fully recognized or understood by a significant portion of students.

In the area of institutional services, a gap between awareness and engagement is also visible. While 62.5% of students are aware of mental health and counseling services, only 27.2% actively engage with or promote them. A comparable trend is found in the service centre for handling violence or harassment cases, where 66.2% are aware but only 20.6% actively utilize or recommend the service. This highlights a difference between awareness and active engagement in these services..

Additionally, awareness of certain initiatives remains uneven. Although awareness of healthy food provision is relatively good (72.1%), a notable proportion of students (27.9%) are still not aware of this initiative. This indicates that communication efforts may not yet be reaching all student groups effectively.

Overall, these gaps highlight that while awareness of sustainability initiatives among students is developing, it is not always accompanied by consistent participation. Strengthening communication strategies, improving visibility, and creating more accessible and engaging opportunities for involvement may help bridge the gap between awareness and practice.

5.3 Opportunities

The identified gaps present several opportunities to further strengthen sustainability practices among students within the university.

First, there is an opportunity to strengthen the connection between awareness and action, particularly in areas such as shuttle bus usage, plastic reduction, and the use of stairs. With a considerable proportion of students already aware of these initiatives, targeted engagement strategies and integration into student routines can help encourage more consistent participation.

Second, the varying levels of awareness across infrastructure-related initiatives indicate an opportunity to enhance communication and visibility. Increasing exposure through clearer information channels, campus campaigns, and integration into student activities can support better recognition and utilization of facilities such as hazardous waste disposal systems and eco-friendly infrastructure.

Third, in the area of student services, there is an opportunity to further strengthen engagement with available support systems, including mental health services and service centres related to safety and well-being. The existing level of awareness provides a strong foundation to promote more active use and peer-based encouragement.

Fourth, the presence of a substantial proportion of students in the Champion and Highly Literate & Engaged categories offers an opportunity to leverage peer influence. These students can play an important role as ambassadors or role models in promoting sustainability practices and encouraging wider participation among their peers.

Finally, the differences in participation levels across various initiatives highlight the opportunity to develop a more cohesive and student-centered sustainability communication approach. Ensuring that environmental, social, and governance initiatives are consistently communicated and embedded within student experiences can help foster a more balanced and sustained level of engagement.

6. Policy Recommendations

Based on the identified patterns of awareness, engagement, and existing gaps among students, several policy directions can be proposed to strengthen the effectiveness and inclusiveness of sustainability initiatives.

6.1 Strengthening the Transition from Awareness to Action

Although many students are already aware of sustainability initiatives, active participation remains inconsistent across several areas. To address this, the university can focus on practical and student-oriented approaches that encourage everyday behavioural adoption. This may include embedding sustainability practices into student routines, such as integrating reminders into digital platforms commonly used by students, promoting visible behavioural cues in key campus areas, and designing initiatives that are easy to adopt within daily student life.

6.2 Improving Visibility of Sustainability Facilities and Programs

The varying levels of awareness related to infrastructure and environmental facilities indicate a need to enhance visibility. Efforts can be directed toward clearer communication through campus signage, student-focused campaigns, and integration into student orientation and academic activities. Making sustainability initiatives more visible and relatable within student spaces can help improve recognition and understanding.

6.3 Strengthening Engagement with Student Support Services

While awareness of services such as mental health support and safety-related service centres is relatively strong, active engagement can be further encouraged. The university can enhance outreach efforts by presenting these services in ways that are approachable, relevant, and student-centered, including peer-led promotion and integration into student activities.

6.4 Leveraging Student Champions as Peer Influencers

A significant proportion of students demonstrate both strong knowledge and active engagement in sustainability practices. This presents an opportunity to involve these students as ambassadors or peer influencers. Through structured programs, these individuals can help promote initiatives, share experiences, and encourage wider participation within the student community.

6.5 Developing a More Integrated Student-Centered Communication Approach

Differences in awareness and participation across initiatives suggest the need for a more consistent communication strategy tailored to students. A coordinated approach using multiple channels—such as social media, student organizations, and campus events—can help ensure that sustainability initiatives are communicated more effectively and consistently.

6.6 Strengthening Monitoring and Feedback Mechanisms

To ensure continuous improvement, the university can implement regular monitoring of student engagement and awareness. Periodic surveys, feedback channels, and simple performance indicators can provide insights into which initiatives are effective and where further adjustments are needed.

7. Conclusion

This study provides an overview of sustainability awareness and engagement among students, highlighting both encouraging progress and areas for further development. The findings show that students generally demonstrate a good level of awareness across various sustainability initiatives, particularly in areas such as waste management, energy use, health services, and governance-related issues.

At the same time, the results indicate that awareness is not always accompanied by consistent participation. Differences between knowing and doing are evident in several initiatives, including sustainable mobility, infrastructure utilization, and certain behavioural practices. These patterns suggest that while a strong foundation of awareness has been established, further efforts are needed to support more consistent engagement.

In addition, variations in awareness across different initiatives highlight the importance of more effective and accessible communication. Ensuring that sustainability programs are visible, relevant, and integrated into student experiences will be essential in strengthening overall engagement.

Overall, the findings suggest that sustainability among students is progressing in a positive direction, supported by a solid base of awareness and a growing level of participation. By focusing on practical implementation, improving communication, and encouraging peer-driven engagement, the university can further enhance the integration of sustainability into student life.

Future efforts should emphasize continuous evaluation and adaptive strategies to ensure that sustainability initiatives remain relevant, inclusive, and effective for the student community.