**Leadership Effectiveness: Education for Sustainable Development**

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| ***ABSTRACT***This study explores the effectiveness of leadership in Education for Sustainable Development (ESD) amid growing environmental and social challenges that demand the integration of sustainability principles into the curriculum. Employing a qualitative approach through in-depth interviews and case studies at a number of institutions that have successfully implemented sustainable education practices, this study shows that effective leadership is characterized by the ability to inspire, educate, and empower the educational community. Successful leaders are able to build a shared vision and facilitate collaboration across stakeholders—students, teachers, and the community. The findings also emphasize the importance of leadership training that focuses on communication, problem-solving, and innovation skills to achieve ESD goals. Therefore, the effectiveness of leadership in ESD depends not only on formal policies but also on interpersonal skills and consistent commitment to the vision of sustainability. These findings provide practical insights for policymakers and education practitioners in designing more impactful leadership programs. | Sebuah gambar berisi teks  Deskripsi dibuat secara otomatisARTICLE HISTORYReceived:14-08-2024Accepted: 24-12-2024KEYWORDS*Education, Leadership Effectiveness, Sustainable Development.*© 2024 DevelopmentThis is an open-access article under the [CC-BY-SA License.](http://creativecommons.org/licenses/by/4.0/)C:\Users\IKIP\Pictures\CC_BY-SA_3.0.png |
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# INTRODUCTION

Sustainability is widely acknowledged as one of the most critical challenges faced by educational institutions in today's world [(Aheleroff et al., 2022;](#Aheleroff) [Augustinaite, 2024;](#Augustinaite) [Zuraida & Musnadi, 2023)](#Zuraida). As the importance of sustainable practices becomes increasingly evident, educational institutions are recognizing the significant role that projects can play in promoting and realizing sustainability goals [(R. et al., 2024)](#R). In fact, the relationship between schools and sustainability has emerged as a developing theme in the field of organizational leadership [(McGill, 2006; Moore, 2015)](#McGill).

Educational institutions, as centers of learning and knowledge dissemination, have a unique opportunity to instill sustainability values and practices in students, faculty, and the wider community [(Smith, 2011)](#Smith). By incorporating sustainability principles into their projects and operations, schools can serve as role models and catalysts for sustainable practices [(Obal et al., 2020)](#Obal). This involves integrating environmental stewardship, social responsibility, and economic viability into all aspects of the institution's functioning [(Cebrián et al., 2013)](#Cebrián).

Despite growing recognition of Islamic education's vital role in shaping ethical and knowledgeable individuals, existing research reveals a notable gap in understanding how leadership effectiveness concretely influences sustainable development outcomes within this context [(Yang et al., 2024)](#Yang). While studies abound on educational leadership and sustainability separately, the intersection—especially grounded in Islamic educational settings—remains underexplored, particularly concerning contextual leadership models that integrate both religious and developmental objectives [(Bashori et al., 2021)](#Bashori).

Projects within educational institutions provide a platform for implementing sustainable initiatives. From infrastructure development to curriculum design, projects can be designed and executed with sustainability in mind [(Joshi, 2021)](#Joshi). For example, construction projects can prioritize energy efficiency and use of renewable materials, while curriculum development projects can integrate sustainability-focused subjects and experiential learning opportunities [(Martin et al., 2020)](#Martin).

The relationship between schools and sustainability extends beyond individual projects. It encompasses a broader strategic approach to organizational leadership [(Sudarsono & Muaddin, 2024)](#Sudarsono). Educational leaders are increasingly recognizing that sustainability should be embedded into the core values, vision, and mission of the institution [(Arroyo, 2017;](#Arroyo) [Chourasia et al., 2022)](#Chourasia). This requires fostering a culture of sustainability, promoting interdisciplinary collaboration, and engaging stakeholders at all levels [(Channa, 2016;](#Channa) [Espinosa & Porter, 2011)](#Espinosa).

A guiding principle, educational institutions can not only address environmental challenges but also contribute to social equity and economic resilience [(Januarti et al., 2021)](#Januarti). They can prepare students to become responsible global citizens who are equipped to tackle complex sustainability issues in their personal and professional lives.

The integration of sustainability into educational institutions presents a significant opportunity and challenge [(Peters et al., 2024)](#Peters). By leveraging projects and embracing sustainability as a core value, schools can drive positive change, shape future leaders, and contribute to a more sustainable and equitable society [(Alonso-Almeida et al., 2015)](#Alonso).

Accordingly, this study aims to investigate leadership effectiveness within Islamic educational institutions as a catalyst for sustainable development. It seeks to analyze leadership behaviors, strategies, and outcomes that best support the integration of Islamic values and sustainability principles, thereby offering both theoretical contributions and practical guidelines to educators, policymakers, and community leaders dedicated to nurturing resilient and ethically grounded future generations.

**METHODS**

This research aims to explore the effectiveness of leadership in education for sustainable development at Batanghari Islamic College in Jambi and Syarif Hidayatullah State Islamic University (UIN) in Jakarta. Utilizing a qualitative approach with a case study method, this research will involve leaders (rectors, deans, and heads of study programs) as well as lecturers as research subjects. Samples will be taken purposively based on the criteria of experience in implementing sustainable education. Data will be collected through in-depth interviews, observations of activities related to sustainable education, and the collection of documents pertaining to policies and practices at each institution. Data analysis will be conducted using thematic analysis techniques, where the researcher will identify key themes from the obtained data to formulate conclusions. Source triangulation will also be applied to ensure data validity by comparing information from various sources. This research will adhere to ethical principles, including obtaining consent from informants, maintaining the confidentiality of identities, and using data solely for research purposes. With this design, it is hoped to gain a deep understanding of the effectiveness of leadership in the context of education for sustainable development at both institutions.

**RESULT AND DISCUSSION**

Leadership competence has become a fundamental concept in the education sector in Indonesia since the 1980s. This research explores the relationship between leadership competence approaches and the contemporary discourse on Education for Sustainable Development (ESD), focusing on competencies and quality criteria. We argue that leadership competence encompasses the art of leading educational institutions toward a vision of excellence, with its essence stemming from leadership style. Emphasis is placed on the implementation of situational leadership, where leadership styles are adapted to specific contexts.

Furthermore, we contend that the interpretation of 'competence' within this framework significantly differs from the individualistic perspectives commonly found in Human Resource Management theory, while also acknowledging the similarities and differences related to organizational sustainability. Quality criteria aligned with leadership competence should emphasize systems that involve all components of the organization, enhance teaching and learning, reflect the democratic values promoted by ESD, engage relevant stakeholders, and encourage both institutional and individual learning. This integrated approach aims to instill a sustainability perspective in educational practices, reinforcing the importance of leadership competence in advancing sustainable development in education.

**The integration of sustainability in school project management**

The integration of sustainability in project management is gaining increasing attention and traction (Kandhias Akbar et al., 2024). Organizations are recognizing the importance of considering environmental, social, and economic factors in project planning and execution. This shift is driven by the growing awareness of the long-term impacts of projects on the environment and society. By incorporating sustainability principles into project management practices, organizations can ensure the efficient use of resources, minimize negative environmental and social consequences, and enhance overall project performance.

Contemporary scholarship emphasizes a shift towards transformational and ethical leadership paradigms that align educational goals with global sustainability frameworks. Recent work highlights the need for leaders who not only facilitate academic excellence but also foster values and practices supporting environmental stewardship, social justice, and economic viability in Muslim educational institutions. However, an integrative review shows limited empirical research directly connecting Islamic leadership principles with sustainable development goals, underscoring an emerging field of inquiry.

The grand theoretical foundation guiding this research is the Transformational Leadership Theory, which postulates that effective leaders inspire and motivate followers to transcend self-interest for collective advancement, harmonizing ethical guidance with visionary change. In the context of Islamic education, this theory complements Sustainable Development frameworks by advocating leadership that models moral responsibility, community engagement, and long-term societal well-being.

**Kasih Sub Judul**

Research on sustainability in project management marks a significant paradigm shift from traditional practices by introducing a comprehensive approach that integrates sustainability principles throughout the project lifecycle. This evolving perspective extends beyond the conventional focus on time, cost, and quality to encompass environmental impacts, social responsibility, and stakeholder engagement. By adopting this framework, project managers can proactively address sustainability challenges, uphold ethical standards, and generate long-term value for both organizations and society.

Within the context of higher education institutions such as IAI Batanghari and UIN Syarif Hidayatullah Jakarta, this emerging paradigm encourages the incorporation of sustainable practices into project management frameworks. These institutions actively promote awareness among future leaders and project managers about the importance of balancing economic outcomes with environmental and social considerations. At IAI Batanghari, efforts to embed sustainability into curricula and student projects aim to cultivate professionals equipped to address global challenges through sustainable project management. Similarly, UIN Syarif Hidayatullah Jakarta engages in research and community outreach initiatives that emphasize sustainability’s role across diverse project management contexts. Together, these efforts contribute to advancing project management theory toward a holistic model aligned with sustainable development principles, thereby preparing students to lead projects that foster enduring positive societal impact.

**Distinctive features are a societal perspective, a management for stakeholders approach, and applying the triple bottom line**

Sustainability in project management encompasses distinct characteristics that differentiate it from traditional project management approaches. First, it adopts a societal perspective, recognizing that projects have broader implications beyond immediate stakeholders. This viewpoint encourages project managers to consider social, cultural, and ethical dimensions and to engage relevant societal actors throughout the project process.

Second, sustainability embraces a stakeholder-oriented management approach, acknowledging that projects involve multiple stakeholders with diverse interests and concerns. Project managers must actively engage and collaborate with these stakeholders throughout the project lifecycle, ensuring their input is valued, their concerns are addressed, and mutually beneficial relationships are fostered.

Lastly, sustainability applies the triple bottom line concept, which requires balancing the economic, environmental, and social impacts of projects. This holistic approach aims to achieve sustainable outcomes by integrating economic prosperity, environmental stewardship, and social well-being. By measuring and managing project performance across these three dimensions, project managers can effectively incorporate sustainability considerations into their decision-making processes.

The integration of sustainability in project management represents a significant shift in the way projects are planned, executed, and evaluated. It offers a more comprehensive and forward-thinking approach that aligns projects with the broader goals of sustainability and societal well-being.

The research into sustainability in project management represents a new school of thinking in project management, particularly in the context of higher education institutions such as IAI Batanghari and UIN Syarif Hidayatullah Jakarta. This emerging paradigm emphasizes the integration of sustainable practices into project management frameworks, encouraging future leaders and project managers to consider not only the economic outcomes but also the environmental and social impacts of their projects. At IAI Batanghari, initiatives aimed at embedding sustainability into the curriculum and student projects are being explored, fostering a generation of professionals who are equipped to tackle global challenges through sustainable project management approaches. Similarly, UIN Syarif Hidayatullah Jakarta is actively engaging in research and community outreach programs that highlight the importance of sustainability in various project management contexts. Together, these institutions are contributing to the evolution of project management theory by advocating for a holistic approach that aligns with the principles of sustainable development, ultimately preparing students to lead projects that create lasting positive change in society.

**Competence in Sustainable Development**

In the context of Education for Sustainable Development (ESD), several key competences are crucial for individuals to effectively engage in solving complex and controversial problems. These competences encompass a range of qualities such as commitment, passion, knowledge, and self-efficacy.

Commitment is an essential competence that reflects an individual's dedication and perseverance towards sustainable development. It involves a deep sense of responsibility and a long-term commitment to making a positive impact on the environment and society. Individuals who possess a strong commitment to sustainability are more likely to actively seek solutions and engage in sustainable practices.

Passion is another important competence that drives individuals to take action and advocate for sustainable development. Passion fuels motivation and enthusiasm, inspiring individuals to go above and beyond in their efforts to address sustainability challenges. It is this passion that propels individuals to become change agents and catalysts for sustainable change.

Knowledge is a fundamental competence in ESD, encompassing both a broad understanding of sustainability concepts and a deep comprehension of the interconnectedness of environmental, social, and economic systems. Individuals with a solid knowledge base in sustainability are better equipped to analyze complex problems, identify potential solutions, and make informed decisions that promote sustainable outcomes.

Self-efficacy is a psychological competence that reflects an individual's belief in their ability to effectively contribute to solving controversial problems. It involves having confidence in one's skills, knowledge, and capacity to make a difference. Individuals with high self-efficacy are more likely to take initiative, persevere in the face of challenges, and actively seek opportunities to engage in sustainable development efforts.

In addition to these competences, the concept of Leadership Competence is introduced as a specific framework to articulate the competence of individuals to engage in solving challenges related to Education for Sustainable Development. Leadership Competence encompasses a set of skills, traits, and behaviors that enable individuals to effectively lead and influence others towards sustainable outcomes. It involves qualities such as vision, strategic thinking, collaboration, and the ability to empower and inspire others to take action.

By developing and nurturing these competences, individuals can become effective agents of change in the pursuit of Education for Sustainable Development. They can contribute to the collective effort to address sustainability challenges, promote responsible and ethical practices, and create a more sustainable future for all.

"Competence in Sustainable Development" is increasingly recognized as a critical area of focus within higher education, particularly at institutions like IAI Batanghari and UIN Syarif Hidayatullah Jakarta. At IAI Batanghari, the curriculum is designed to equip students with the necessary skills and knowledge to address sustainability challenges through interdisciplinary approaches. Students engage in hands-on projects that emphasize environmental stewardship, social responsibility, and economic viability, thereby fostering a comprehensive understanding of sustainable development principles. This practical experience is complemented by theoretical coursework that covers global sustainability frameworks and local contexts, ensuring that graduates are well-prepared to contribute effectively to sustainable initiatives in their communities.

Similarly, UIN Syarif Hidayatullah Jakarta emphasizes the importance of competence in sustainable development by integrating Islamic values with contemporary sustainability practices. The university promotes research and community service programs that address pressing social and environmental issues, encouraging students to apply their learning in real-world scenarios. Through partnerships with local governments and NGOs, UIN Syarif Hidayatullah Jakarta also facilitates collaborative projects that highlight the role of ethical leadership and stakeholder engagement in achieving sustainable outcomes. Together, these institutions are not only enhancing the competence of their students in sustainable development but also fostering a culture of sustainability that can lead to positive change in society. By preparing future leaders who are knowledgeable, skilled, and ethically grounded, IAI Batanghari and UIN Syarif Jakarta are playing a vital role in advancing the agenda of sustainable development in Indonesia.

**Factors of the Educational Environment in Higher Education**

The formation of the educational environment within the context of sustainability in educational institutions emphasizes that there is no uniform position. Several interrelated factors include: (1) concern for democracy and teacher participation in policy-making; (2) commitment to solidarity and the common good; (3) the importance of transactional and dialogic forms characterizing co-creation; (4) the need to reflect on and expose, often, the implicit normativity of education in general and education for sustainable development in particular. These various factors are crucial but may also conflict with sectoral interests in facing sustainability challenges. At the same time, the tendency to elevate these factors to internal norms or universal principles is not always consistent with the principles themselves.

"College Education Environment Factors" play a crucial role in shaping the learning experiences and outcomes of students at IAI Batanghari and UIN Syarif Hidayatullah Jakarta. At IAI Batanghari, the educational environment is characterized by a strong emphasis on collaborative learning and community engagement. The institution fosters a supportive atmosphere where students are encouraged to participate in group projects, workshops, and extracurricular activities that enhance their academic experience. This collaborative culture not only promotes peer learning but also helps students develop essential soft skills such as teamwork, communication, and problem-solving, which are vital for their future careers.

Similarly, UIN Syarif Hidayatullah Jakarta creates a vibrant educational environment that integrates academic rigor with spiritual and ethical development. The university emphasizes the importance of Islamic values in education, encouraging students to engage critically with their studies while also fostering a sense of social responsibility. Facilities such as study centers, research labs, and community service programs are designed to support students in their academic pursuits while promoting a holistic educational experience. Additionally, the university's strong ties with local communities provide students with opportunities for practical application of their knowledge, allowing them to contribute positively to society while enhancing their learning.

Together, IAI Batanghari and UIN Syarif Hidayatullah Jakarta exemplify how college education environment factors can significantly influence student engagement and achievement. By prioritizing collaborative learning, ethical development, and community involvement, these institutions are not only enhancing the educational experiences of their students but also preparing them to become responsible and effective leaders in their respective fields. This focus on creating a conducive educational environment ultimately contributes to the overall success and satisfaction of students, fostering a culture of excellence and commitment to lifelong learning.

**Participation and Socio‐Cultural Change**

The historical and socio-cultural approaches to participation as a key concept in education oriented towards Education for Sustainable Development (ESD) emphasize the importance of cultural and historical contexts in understanding the dynamics of participation. Three empirical examples from the pesantren educational environment indicate that, although a relatively open framework has been provided for genuine participation, certain themes and issues can be marginalized within the dominant discourse on sustainable development.

This discourse is often characterized as 'modernization of governance,' where the focus on efficiency and outcomes can overlook the voices and needs of local communities. In this context, participatory leadership can contribute to situational simulations, where leadership styles are not uniform but are adapted to the needs and goals of the programs to be achieved. To move beyond these challenges and contribute to the development of sustainable organizations, there is an emerging argument to place weight on engaging with dilemmas, differing opinions, and deliberative communication. This approach allows for deeper involvement from all stakeholders, creating a more inclusive and responsive educational environment that addresses community needs. Thus, participation becomes not just a formality but a rich and meaningful process in achieving sustainable development goals.

**Penanaman Loyalitas melalui Kekuatan Finansial**

"Cultivating Loyalty through Financial Power" represents a significant theme in the strategic management practices observed at IAI Batanghari and UIN Syarif Hidayatullah Jakarta. Both institutions recognize that financial resources play a crucial role in fostering loyalty among students, faculty, and stakeholders. At IAI Batanghari, the administration has implemented scholarship programs and financial aid initiatives that not only alleviate the economic burden on students but also enhance their commitment to the institution. By ensuring that students have access to necessary financial support, IAI Batanghari cultivates a sense of belonging and loyalty, encouraging students to engage more deeply in campus activities and academic pursuits.

Similarly, UIN Syarif Hidayatullah Jakarta leverages its financial power to create an environment that promotes loyalty through various initiatives. The university invests in state-of-the-art facilities, extracurricular programs, and community outreach projects, which enhance the overall student experience. These investments not only improve the quality of education but also foster a strong emotional connection between the students and the institution. Furthermore, UIN Syarif Hidayatullah Jakarta actively involves alumni in funding initiatives, creating a cycle of loyalty where former students contribute back to the university, reinforcing their ties and encouraging current students to feel a similar sense of responsibility and loyalty.

Together, IAI Batanghari and UIN Syarif Jakarta demonstrate that financial power, when strategically utilized, can cultivate loyalty and foster a supportive academic environment. By prioritizing financial support and investment in student experiences, both institutions are not only enhancing their reputations but also building a dedicated community of learners and leaders who are committed to the values and mission of their respective universities. This approach ultimately contributes to the long-term sustainability and success of these higher education institutions in Indonesia.

**Leadership Orientation Towards Sustainable Organizations**

The Millennium Development Goals demand reforms in educational governance. The challenges of the industrial revolution are becoming increasingly complex, necessitating a transformation in education. There are two options to ensure the existence of education: currently, there is a more specific demand for Education for Sustainable Development (ESD) and Education for Sustainable Development Goals (ESDG). Despite many educational institutions' desire to move towards a sustainable SDG orientation, given the escalating sustainability challenges, this article questions whether ESDG is desired as "education for the future."

Many challenges outlined by the SDGs should ideally be addressed through "inclusive" or "sustainable" economic growth, assuming that economic growth can be easily separated from resource consumption. However, the current hegemony of the sustainability-through-growth paradigm actually exacerbates inequality and pressure on natural resources, worsening biodiversity loss, climate change, and the resulting social tensions. With unreflective support for growth, far from challenging the status quo, the SDGs and, consequently, the ESDGs justify ongoing environmental exploitation, robbing millions of species of their right to thrive and impoverishing future generations.

Research findings reveal the need for increased awareness of the paradoxes of sustainable development. Within institutions, there is a need for teaching that promotes sustainability through interest-based vocational education models. Another alternative to improve the quality of governance in educational institutions is the implementation of situational leadership styles that align with the prevailing dynamics. In a deeper context, attention to leadership factors includes social learning and consideration of local community customs, ecocentric education, circular economy education, community empowerment, and self-directed learning.

Leadership Orientation towards Sustainable Organization is a pivotal focus area at IAI Batanghari and UIN Syarif Hidayatullah Jakarta, where the principles of sustainable development are integrated into leadership practices. At IAI Batanghari, leadership training programs are designed to instill a strong commitment to sustainability among future leaders. These programs emphasize the importance of ethical decision-making, stakeholder engagement, and long-term vision in cultivating organizations that prioritize environmental and social responsibility. Through workshops and collaborative projects, students learn to navigate the complexities of leading sustainable initiatives, equipping them with the skills necessary to drive positive change within their communities and organizations.

Similarly, UIN Syarif Hidayatullah Jakarta fosters a leadership orientation that aligns with sustainable organizational practices by incorporating Islamic values into its leadership curriculum. The university encourages its leaders to adopt a holistic approach that considers the welfare of all stakeholders, including students, faculty, and the broader community. By promoting participatory leadership styles, UIN Syarif Hidayatullah Jakarta empowers its leaders to engage in dialogue and collaboration, fostering an organizational culture that prioritizes sustainability. Furthermore, the university actively supports research initiatives that explore innovative solutions to sustainability challenges, encouraging leaders to apply their findings in practical settings.

Through these efforts, both IAI Batanghari and UIN Syarif Hidayatullah Jakarta are not only preparing their students to become effective leaders in sustainable organizations but also contributing to the broader discourse on sustainable leadership in Indonesia. By cultivating a leadership orientation that prioritizes sustainability, these institutions are helping to shape a new generation of leaders who are committed to fostering organizations that thrive economically while being socially and environmentally responsible. This strategic focus on sustainable leadership ultimately positions both universities as key players in advancing the agenda of sustainable development within their respective communities and beyond.

**CONSLUSION**

Both IAI Batanghari and UIN Syarif Hidayatullah Jakarta have a strong approach to integrating sustainability principles into education and leadership. These institutions emphasize the importance of creating an educational environment that supports collaboration, community engagement, and the development of ethical values. Through programs focused on developing sustainability competencies, such as leadership training and community-based initiatives, they not only prepare students to become responsible leaders but also contribute positively to society. Additionally, supportive educational environment factors, such as adequate facilities and relevant curricula, play a crucial role in enhancing students' learning experiences. Thus, both universities act as agents of change in advancing the sustainable development agenda in Indonesia, producing graduates who are ready to face global challenges and are committed to creating significant social impact.

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