Journal of Practice Learning and Educational Development
https://digitalpress.gaes-edu.com/index.php/jpled
E-ISSN: 2809-1205
Vol 6, No. 3 (2026) 3253-3267
DOI: 10.58737/jpled.v6i3.1174

Submitted: 29-01-2026
Revised: 22-08-2026
Accepted: 28-08-2026

Green Spirituality in Higher Education: Sustainable Green Campus Transformation in Jambi Province

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Abstract

This study aims to analyze how the concept of Green Spirituality is integrated into the transformation of sustainable green campuses at three universities in Jambi Province: the University of Jambi, UIN Sulthan Thaha Saifuddin Jambi, and INISMA Jambi. Using a qualitative approach, this study explores the concept of sustainability as it develops contextually at each institution. Data were obtained through in-depth interviews, participant observation, and documentation review. The results show that (1) the concept of Green Spirituality is implemented at UIN Sulthan Thaha Saifuddin Jambi through the Green Sutha program, an ecological transformation movement that integrates Islamic spiritual values with sustainable campus environmental conservation practices. This program emphasizes the awareness that preserving the earth is part of worship, so that every greening activity, waste management, and utilization of green spaces are oriented towards the values of blessing and moral responsibility. (2) the concept of Green Spirituality is implemented at the University of Jambi through the Unja Lestari program, which emphasizes the integration of spiritual, ecological, and social values into all campus activities. This program encourages the academic community to view the environment as a divine gift that must be protected through environmentally friendly behavior, such as reducing plastic waste, conserving energy, and greening the campus area. (3) The concept of the Green Innovation Center at INISMA Jambi, a green literacy-based curriculum, encourages each study program to incorporate sustainability topics into its learning. This concept aligns with the vision of Islamic education, which emphasizes the role of humans as caliphs in preserving the earth. Through curriculum integration, environmental values are not only conveyed theoretically but also internalized through hands-on practice at the innovation center.

Keywords: *Green Spirituality* Higher Education, Green Campus, Jambi Province

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Introduction

Green Spirituality is a spiritual approach that combines religious or spiritual values with environmental awareness and sustainability (Camorrino, 2018). This concept emphasizes the harmonious relationship between humans and nature, as well as the importance of maintaining ecosystem balance as part of spiritual responsibility (Becker et al., 2010). In *Green Spirituality*, nature is viewed as a sacred entity or as a manifestation of divine power, and preserving it is considered a spiritual act. Its followers often engage in practices such as organic farming, nature conservation, and sustainable lifestyles that align with the teachings of their religion or beliefs (Karmilasari et al., 2020). *Green Spirituality* is also often associated with ecofeminist movements, animism, and spiritual traditions that respect nature (Weis, 2011).

While spirituality is not only related to an individual's relationship with God or the divine aspect, it also encompasses concern for the environment, fellow human beings, and the universe as a whole (Koehrsen, 2018). In this context, spirituality can be defined as an awareness of the interconnectedness of all things and a responsibility to maintain balance and harmony in the world (Yakin et al., 2021). Caring for the environment, respecting nature, and caring for the welfare of other living beings are part of a holistic spiritual practice (Hidayatullah, 2017). A spiritual approach to environmental conservation is an idea that emphasizes the importance of the inner connection between humans and nature (Saleh, 2014). This approach invites us to view nature not merely as a resource to be exploited, but as an entity with intrinsic and spiritual value (Lestari, 2021).

According to Weis (2011), the most fundamental environmental crisis today is the spiritual crisis experienced by modern humans. The damage caused to the earth by science, technology, and the capitalist economy is all rooted in humanity's spiritual crisis. This marginalization of spirituality has led humans to believe that all assets on earth are at their disposal without limits, reflecting the anthropocentric humanist paradigm. Within the context of Islamic law, environmental preservation and human responsibility towards nature have long been discussed. However, in various books of tafsir and fiqh (Islamic jurisprudence), environmental issues are only addressed in a generic context and not specifically as legally binding provisions. Classical jurisprudence has addressed these issues in separate chapters and not dedicated to them. This is understandable, as the context of the development of societal structures at that time did not yet address the environmental crisis that we face today (Effina & Mahyati, 2022).

The reforestation program in Jambi Province has begun to be actively promoted in every region. In September 2023, the Governor of Jambi issued Circular Letter No. 1377/SE/DLH-3/2023 concerning anticipation of deteriorating air quality in Jambi Province. The Jambi Provincial Government recognizes that air quality issues caused by forest fires and air pollution require vigilance. To protect the health of Jambi residents, they are encouraged to wear masks outside the home.

Previously, higher education in Jambi province in this position had taken accurate campus greening measures. For example, in 2022, the University of Jambi joined the UI *Green Metric World Green University Ranking program* to participate in the management of a Sustainable Green Campus. Then, in 2023, the State Islamic University of Sulthan Thaha Saifuddin Jambi implemented a more massive campus greening program. Officially, to facilitate the greening platform, the State Islamic University of Sulthan Thaha Saifuddin Jambi created the official Green Sutha account https://greensutha.uinjambi.ac.id/photo . Various events were held by the State Islamic University of Sulthan Thaha Saifuddin Jambi to implement greening on campus. This is based on the fact that awareness of caring for the environment and the universe is mandatory. The following is documentation of the Green Sutha program:



Figure 1. Documentation of efforts to maintain greenery in the environment of the Sultan Thaha Saifuddin Jambi State Islamic University (Green Sutha, 2023).

The above data demonstrates that religious interests also focus on environmental conservation. A spiritual character that values environmental stewardship must be developed and harmonized through concrete actions. According to researchers, this represents a mental revolution in environmental protection. According to Weis (2011), Islamic spirituality advocates the significance of a resacralization of the universe as a replacement for the mechanized worldview that serves as the foundation for environmental care through reforestation. Religion can reconstruct a new cosmology based on meaningful religious spiritual traditions rich in natural wisdom. Religion, in turn, can provide vision, inspiration, and motivation for environmentalists to construct ethics.

The implementation of *Green Spirituality* in higher education still faces various obstacles, creating a gap between the ideal concept and the reality on the ground. This study aims to identify shortcomings in sustainable green campus transformation and offer solutions to close this gap. A massive restructuring of sustainable campus greening is necessary. This is an effort to educate the public about environmental issues through higher education. This research arose from the aforementioned problems. Where is the implementation of *Green Spirituality* in Higher Education: Sustainable Green Campus Transformation in Jambi Province? will address the environmental crisis that is occurring through higher education in Jambi province.

Methods

This study uses a descriptive qualitative approach to explore the concept of *Green Spirituality* in the context of higher education and the transformation of sustainable green campuses in Jambi Province. This approach was chosen because it allows researchers to understand the phenomenon holistically through the experiences, perceptions, and practices of various stakeholders, such as students, lecturers, educational staff, and campus administrators. Data collection was conducted through in-depth interviews, participant observation, and documentation studies (Sugiyono, 2019). Interviews were conducted with key informants who have direct involvement in the implementation of green spirituality values on campus grounds. Participatory observation was applied to directly observe the sustainability practices carried out, such as environmental management, greening programs, and environmentally friendly campus policies. In addition, documentation studies were used to analyze campus policies, sustainability reports, and related academic documents.

The data analysis technique in this study uses an interactive model (Priatmoko, 2019), which includes data reduction, data presentation, and conclusion drawing. Data obtained from various sources were categorized, coded, and analyzed thematically to find patterns, relationships, and meanings that support an understanding of *Green Spirituality* in higher education. Data validity was guaranteed through triangulation techniques of sources, methods, and theories to obtain credible and accountable research results. Research subjects were selected using a purposive sampling technique, where the selected informants were individuals or groups who had experience and in-depth understanding of the application of green spirituality values in the campus environment. Criteria for selecting informants included involvement in green campus programs, sustainability-based curriculum development, and environmental policies and initiatives in higher education.

Using this qualitative approach, this research is expected to provide in-depth insights into the role of *Green Spirituality* in shaping a culture of sustainability in higher education. The results are expected to contribute not only academically but also provide practical recommendations for universities in designing more holistic policies and programs to support sustainable green campus transformation.

This research begins by examining the research problem empirically. This research uses a qualitative approach with a case study design to explore the concept of *Green Spirituality* in the context of higher education and sustainable green campus transformation in Jambi Province. Then, by exploring theories related to *Green Spirituality* in the context of higher education. After discovering theories and indicators, research was conducted using observation, interviews, and documentation needed for the discussion headings. Data were analyzed according to the applicable approach and conclusions drawn according to the research portion developed. The research study plan on *Green Spirituality* in the context of sustainable green campus transformation in Jambi Province is summarized in more detail in the table below:

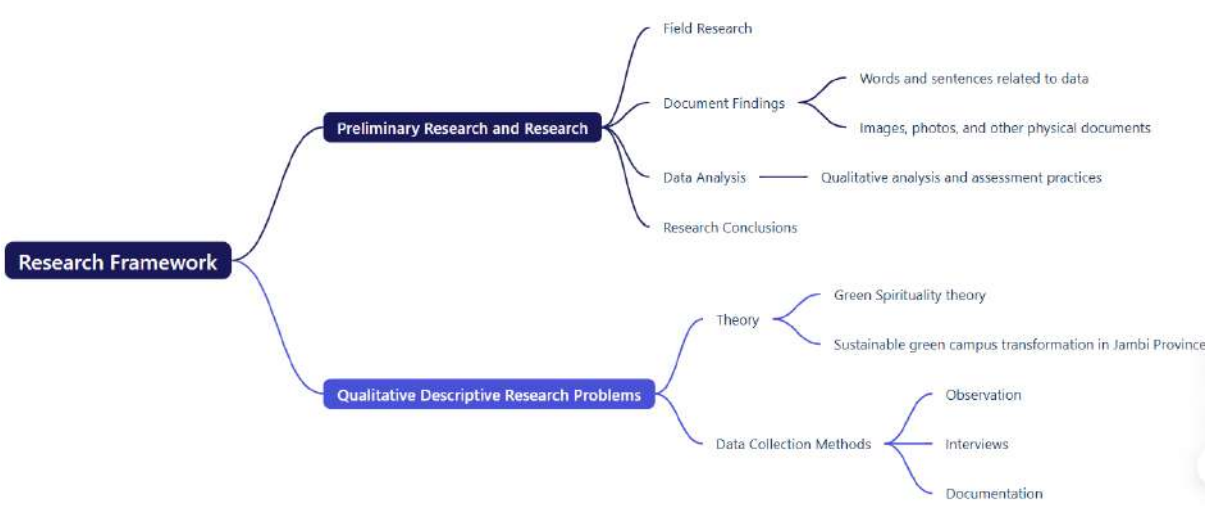


Figure 2. Research study plan on Green Spirituality in the context of green campus transformation in higher education

Results and Discussions

a. How the Concept of *Green Spirituality* is Applied in Higher Education in Jambi Province

The implementation of *Green Spirituality* in higher education is evident through various policies, programs, and campus environmental cultures that prioritize harmony between science and spirituality. Observations and interviews revealed that several universities in Jambi have developed

greening initiatives, integrated waste management, and the practice of rituals and spiritual reflection that instill gratitude and ecological awareness. This approach has been shown to foster more consistent environmentally friendly behavior.

Furthermore, data analysis shows that the implementation of this concept is influenced by the commitment of campus leadership and collaboration between units in creating a green ecosystem. An environmental education-based curriculum and student activities with a Green Values nuance also strengthen the internalization of values. Study findings indicate that institutions with a strong religious vision tend to be more progressive in integrating spirituality with environmental action.

This study also found several obstacles, such as limited funding, minimal ecological literacy among some students, and a lack of continuous evaluation of campus green policies. These challenges have an impact on the uneven implementation of Green Spirituality across universities. However, the existence of environmentalist communities and lecturers who are driving forces are quite significant driving factors in maintaining sustainability programs. This study has three green campus pilots located in Jambi Province. The campuses that are relevant to the green campus policy in Jambi Province are (1) UIN Sulthan Thaha Saifuddin Jambi (2) Jambi University (3) Muaro Jambi Islamic Institute.

b. Green Spirituality at UIN Sulthan Thaha Saifuddin Jambi with the Green Sutha Movement

Sultan Thaha Saifuddin Ja mbi State Islamic University (UIN STS Jambi) as an Islamic-based higher education institution has a moral and spiritual responsibility to participate in mainstreaming environmental education (Naglik et al., 2018). As an institution that prioritizes not only academic excellence but also Islamic values, UIN STS Jambi is in a strategic position to develop a holistic environmental education approach, which is not only rational and empirical, but also spiritual and ethical.

In this context, UIN STS Jambi responded to this challenge through the "Green SUTHA" movement, a green campus initiative aimed at creating an environmentally friendly, sustainable, and Islamic-based academic environment. Green SUTHA is an acronym for "Green Sulthan Thaha," reflecting the spirit of realizing a campus that is not only physically clean but also clean in its actions and thoughts regarding ecological responsibility (Ramli, 2022).

The Green SUTHA program is a form of institutional commitment to support the creation of a sustainable campus , which involves the entire academic community in various aspects, starting from managing the physical campus environment, integrating green curriculum, environmental research, to strengthening an environmentally friendly culture in campus life. Green SUTHA also reflects the integration of Islamic values and ecological awareness, by emphasizing the importance of human trust as khalifah fil-ardh (leader on earth) who is responsible for maintaining the balance and sustainability of nature.

The implementation of environmental education through Green SUTHA encompasses various programs and activities designed to build an environmentally conscious campus ecosystem. These include reducing the use of single-use plastics, implementing waste management based on the 3Rs (reduce, reuse, recycle), greening the campus area, using renewable energy, and developing a curriculum that integrates sustainability issues. Furthermore, activities such as seminars, training, environmental clean-up activities, and digital campaigns are part of efforts to increase academic literacy and participation in environmental protection (Ramli et al., 2024).

From an Islamic perspective, environmental preservation is a fundamental teaching. The concept of rahmatan lil 'alamin , meaning mercy for all nature, serves as the ethical basis for Muslims' obligation to protect nature as a form of worship and obedience to Allah SWT. Therefore, the environmental education approach developed by UIN STS Jambi is not merely technical but also touches on the dimension of ecological spirituality (eco-spirituality), fostering awareness that the relationship between humans and nature is part of a vertical relationship with the Creator (Koehrsen, 2018; Meliani et al., 2021).

The urgency of integrating environmental education into higher education also aligns with the Sustainable Development Goals (SDGs), particularly Goal 4 on quality education and Goal 13 on climate change mitigation. In this regard, UIN STS Jambi, through Green SUTHA, contributes to achieving the SDGs through sustainability-based academics, research, and community service. However, the implementation of environmental education in higher education is not without its challenges. These include the academic community's limited understanding of environmental issues, limited resources and supporting facilities, and weak synergy between campus units in implementing environmental programs. Therefore, a focused, collaborative, and sustainable implementation strategy is needed to make Green SUTHA a movement that is not merely symbolic, but substantial and has real impact.

In addition to serving as an educational facility, Green SUTHA also has significant potential to become a center for environmental innovation based on local wisdom and Islamic values. With its geographical location in the biodiversity-rich and culturally diverse region of Sumatra, UIN STS Jambi can develop research relevant to local environmental issues, such as forest conservation, peatland management, medicinal plant utilization, and water conservation. These activities not only provide academic contributions but also socio-ecological benefits for the surrounding community.

Through Green Sutha, UIN STS Jambi also hopes to become a role model for other universities, especially in western Indonesia, in realizing higher education that supports environmental sustainability. By building a green campus based on Islamic values, UIN STS Jambi emphasizes that faith and environmental awareness are not mutually exclusive, but rather complement each other in developing pious individuals who are responsible for Allah SWT's creation.

Green Sutha movement was inspired by the growing environmental awareness among the academic community of UIN STS Jambi, particularly in the face of climate change, environmental degradation, and urbanization, which is eroding green spaces on campus. According to one of the initiators, Prof. Suaidi Asyari, "This movement was born from a shared concern. We saw that much of the campus land was neglected and had not been utilized in a green way. Therefore, we initiated a movement that is not just about planting trees, but also about building ecological awareness." (interview with Prof. Suaidi Asyari, 2025). Another motivation is to strengthen the campus's identity as an Islamic institution that not only excels in the field of science, but also becomes a pioneer in preserving and caring for God's creation through reforestation activities.

The Green Sutha program began in early 2022 and is being implemented in stages through the "One Student, One Tree" program. Each new student is required to plant a tree as part of the campus life orientation (PKKMB). In addition, student organizations, lecturers, and administrative staff regularly plant trees on special occasions such as Earth Day, World Environment Day, and the UIN STS Jambi anniversary. The types of trees planted vary, including rain trees, tabebuia, mango trees, durian trees, and other shade trees suited to the local soil and climate. Planting locations are focused around faculties, parking lots, campus gardens, and open areas behind the campus.

Observations show significant changes in the physical appearance of the campus. Previously barren areas are now covered in lush foliage and young trees. Students stated that the campus atmosphere has become cooler, shadier, and more comfortable for outdoor study. A student from the Faculty of Tarbiyah said, "Previously, it was very hot on campus during the day, but now we can sit under the trees and discuss things. It feels closer to nature." In addition to the physical impact, this movement also fosters values of responsibility and a love for the environment.



Figure 3. Tree Planting Movement

The campus leadership stated that *Green Sutha* is now part of the Campus Development Master Plan (RIPK) to realize a sustainable green campus. Despite its success, the movement also faces several challenges. One of these is the lack of long-term awareness among some students regarding the care of planted trees. Some trees are not properly maintained and die due to lack of water or physical disturbances. Furthermore, there are still areas that are untouched due to budget and human resource limitations. To address this, the campus has partnered with Student Activity Units (UKM) nature lovers and environmental communities to serve as tree monitoring and maintenance teams. Efforts to involve the surrounding community are also being made to ensure the movement has a broader social and ecological impact.

c. Green Campus Concept - Green Metric UNJA Lestari at the University of Jambi

Research on the UNJA Lestari Green Campus Green Metric concept at the University of Jambi shows that the implementation of sustainability principles has become an institutional focus over the past decade. The University of Jambi strives to develop a green campus, measurable through UI GreenMetric indicators covering governance, energy, waste management, transportation, and education. This effort aims not only to improve the university's ranking at the national and global levels but also to create a healthier, cleaner, and more supportive academic environment for the entire academic community.

Research findings show that the UNJA Lestari concept serves as an umbrella for various integrated environmental programs. These programs promote energy conservation, tree planting, digitalization of services, and student engagement in ecoliteracy activities (Hutagalung et al., 2025) . Observations indicate that these programs have been implemented systematically, although they still face challenges related to implementation consistency and resource constraints.

In an interview with the Vice Rector for Student Affairs and Alumni, he stated that UNJA Lestari is not just a slogan, but a "long-term commitment to transforming campus culture." According to him, the biggest challenge is ensuring that all faculties, work units, and students share the same perception of the importance of sustainability. This demonstrates that cultural transformation is a strategic aspect that requires time and a sustained, persuasive approach.

The research also found that Jambi University has integrated GreenMetric indicators into its annual planning and budgeting system. Each faculty is required to submit programs that support GreenMetric scores, such as increasing green open space, using energy-efficient lighting, and providing bicycle facilities. This strategy is considered effective in ensuring that sustainability is not solely the responsibility of the central government but also a collective effort across all work units.

One interesting finding emerged from an interview with the Head of the UNJA GreenMetric Team. He stated that "improving scores cannot be achieved solely through physical development; it must also address behavioral and awareness aspects." This statement reinforces the importance of

environmental education as a key pillar of the Green Campus. Thus, policies oriented toward behavioral change are considered to have a more significant long-term impact.

In addition to governance aspects, the study found improvements in the quality of green open spaces on campus. Parks, pedestrian paths, and biodiversity hotspots continue to be expanded to promote comfort and environmental conservation. However, researchers noted that there remains an imbalance between central and regional faculties, particularly on geographically separated campuses. This leads to significant variations in environmental quality across campus locations.



Figure 4. Improving the Quality of Green Open Spaces in the Campus Environment

In an interview with Freddy Ilfan, ST, MT, the head of Green Campus GreenMetric UNJA Lestari, he stated:

"The quality of green open space (RTH) is one of the main priorities in the implementation of the Green Campus GreenMetric UNJA Lestari Concept. This effort is carried out through rearranging vegetation, adding functional green areas, and revitalizing campus gardens to make them more environmentally friendly and comfortable for the academic community. According to the implementation team, the developed RTH not only functions as an aesthetic element, but also as an ecological educational space that supports conservation-based academic, research, and recreational activities. They emphasized that improving the quality of this RTH has had a real impact in reducing micro temperatures, improving air quality, and strengthening UNJA's identity as a sustainability-oriented campus." (Interview with Freddy Ilfan, ST, MT as the head of Green Campus GreenMetric UNJA Lestari).

"Furthermore, the UNJA GreenMetric Team stated that the implementation of the UNJA Lestari concept encourages collaboration across faculties and units in maintaining and utilizing green open spaces. They cited examples such as tree adoption programs, educational gardens, and spatial planning innovations that combine ecological principles with the needs of learning spaces. The resource person also emphasized that improving the quality of green open spaces is inseparable from the support of environmental monitoring technology, such as the use of air quality sensors and water-efficient irrigation systems, which are indicators of the GreenMetric assessment. Through these steps, UNJA hopes to maintain and improve its international GreenMetric ranking and make the campus a

model for sustainable environmental development at the regional and national levels." (Interview with Freddy Ilfan, ST, MT, Head of the Green Campus GreenMetric UNJA Lestari).

The interviews above reveal that UNJA GreenMetric administrators expressed positive feedback on campus greening and space management. The research also identified the energy sector as a key focus for UNJA Lestari. The use of LED lighting in lecture halls and public areas has reached over 80 percent. Solar panels have been installed on several buildings as a pilot project. However, interviews with campus facility technical staff indicated that maintenance of renewable energy equipment still faces technical and funding challenges.

One of the most advanced aspects is the digitization of academic and administrative services, which has significantly reduced paper usage. According to data from the Academic Bureau, paper use for administration has decreased by 60 percent in the past three years. Students also support this change because it facilitates quick and efficient access to academic documents. Transportation arrangements have also undergone transformation, including restrictions on motorized vehicle use in certain areas and the provision of bicycle lanes. However, campus bicycle use remains suboptimal. Interviews revealed that students cited security factors and the lack of dedicated bicycle lanes as contributing to their low interest in cycling (Interview with the Head of Security at the University of Jambi, 2025).

This research found that the University of Jambi actively collaborates with local governments, non-governmental organizations, and environmental communities. This collaboration includes tree-planting programs, conservation research, and sustainability seminars. This collaboration helps expand the impact of the UNJA Lestari movement to the surrounding community. From an academic perspective, the integration of an environmentally-based curriculum has begun to be implemented in several faculties, particularly the Faculty of Agriculture, Forestry, and Teacher Training. Interviewed lecturers stated that project-based learning is an effective method for instilling environmental awareness in students. Students are asked to design real-world solutions, ranging from waste management to clean energy innovations.

Despite significant progress, research shows that consistency in monitoring and evaluation still needs to be strengthened. Some programs performed well at the initial launch but experienced a decline in intensity over time. This underscores the need for a more rigorous and sustainable monitoring mechanism. Based on data triangulation, the study concluded that UNJA Lestari's success depends heavily on leadership commitment and active student participation. Without the collaboration of these two key elements, the Green Campus program could potentially stagnate. Therefore, student involvement in environmental policy formulation is a crucial strategy going forward.

In an interview with one of the university's planning staff, he emphasized that "UNJA Lestari is a long-term investment whose results may not be visible now, but will be felt in the next ten to twenty years." This statement describes the futuristic vision that is the basis for developing a sustainable campus. Overall, the study shows that the University of Jambi has been on the right track towards a green campus based on GreenMetric. A number of indicators have shown significant improvement, although there is still homework that requires serious attention, especially in the aspects of infrastructure and changes in the behavior of the academic community.

The success of UNJA Lestari will not only be an institutional achievement but also has the potential to become a model for other universities in Indonesia, particularly in Sumatra. With planned management and collective commitment, UNJA can create a campus that is not only academically superior but also ecologically aware. This study confirms that the Green Campus GreenMetric UNJA Lestari concept is a systemic transformation that requires a comprehensive approach. Its implementation does not only rely on physical development, but also demands changes in the culture, mindset, and habits of all campus residents. If this transformation continues to be maintained, the University of Jambi can become a pioneer of sustainable campuses at the national level (Interview

with the Dean of the Faculty of Teacher Training and Education, University of Jambi, Prof. Supian Ramli, 2025).

This research on the Green Campus concept of GreenMetric UNJA Lestari at the University of Jambi used a qualitative approach with a case study design. This approach was chosen because it gave researchers the freedom to explore in-depth information about the implementation of the green campus and understand the social, cultural, and policy dynamics behind the UNJA Lestari program. Data were obtained through three main techniques: direct observation on campus, in-depth interviews with stakeholders, and documentation studies of GreenMetric reports and university planning documents.

The observation process was conducted by visiting several strategic locations such as green open spaces, pedestrian paths, digital service centers, academic buildings, transportation areas, and waste management facilities. These observations focused on three aspects: the physical condition of the campus, the behavior of campus users in utilizing environmentally friendly facilities, and the consistency of sustainable programs between central and regional faculties. Researchers recorded visual findings and daily activities of the academic community to obtain an objective picture of the implementation of the green campus concept.

In-depth interviews were conducted with eight key informants selected using purposive sampling. The informants included the Vice Rector for Student Affairs, the Head of the UNJA GreenMetric Team, technical staff from campus facilities, lecturers involved in the environmental curriculum, and student representatives from several faculties. Interviews lasted 40–90 minutes per session, with open-ended questions allowing informants to explain their views in detail. All interviews were audio-recorded, then transcribed and analyzed using thematic analysis techniques.

Documentation studies were used to strengthen field findings through a review of official university documents, GreenMetric annual reports, UNJA Lestari guidelines, environmental governance policies, and internal publications related to sustainability programs. These documents provide a historical overview and policy direction for the university in implementing a green campus. This enabled optimal data triangulation to ensure the accuracy and depth of the research findings.

Based on the research results, it can be concluded that the implementation of the Green Campus GreenMetric UNJA Lestari concept at the University of Jambi has shown significant progress in various aspects of sustainability governance, although several challenges remain to be overcome. The University of Jambi has succeeded in making UNJA Lestari the identity and direction of campus development through leadership commitment, policy integration, and student involvement in environmental activities. This concept addresses not only physical greening but also creates a more ecological change in academic culture.

The year-over-year increase in GreenMetric scores demonstrates that strategic initiatives such as digitizing services, reducing paper use, increasing green open space, and energy conservation are having a significant impact on campus sustainability. Synergy between university leadership, faculty, and students plays a crucial role in maintaining the sustainability of these programs. However, this success has not been evenly distributed across campuses, particularly at branch campuses that face limited green infrastructure.

Environmental awareness among university students shows positive progress, although it has not yet reached the ideal level. Many students understand the importance of a green campus, but its implementation still requires support from facilities and ongoing education. This aligns with interview findings, which indicate that behavioral change requires time and persuasive strategies to become ingrained in the culture.

Thus, the UNJA Lestari Green Campus GreenMetric concept can be seen as a systemic transformation at the University of Jambi. It focuses not only on achieving GreenMetric rankings but also on building a long-term foundation for a more sustainable, adaptive, and competitive campus at the national and global levels. If consistent implementation can be maintained, the University of Jambi has the potential to become a leading green campus model in Sumatra.

The results of this study provide several recommendations to strengthen the implementation of the Green Campus GreenMetric UNJA Lestari program at the University of Jambi. One key recommendation is the need to improve infrastructure capacity, particularly at regional campuses that still lag behind in providing green space, recycling facilities, and water management systems. This improvement is crucial to ensure all campuses meet equivalent sustainability standards and support a comprehensive GreenMetric ranking improvement.

Furthermore, universities need to strengthen long-term, program-based environmental education that actively involves students. Environmental campaigns should not be limited to occasional events; they must become a sustainable movement through student organizations, environmental courses, and project-based learning activities. More systematic student engagement will help accelerate the behavioral changes needed to create a green campus culture.

The next recommendation is to increase external collaboration between universities and local governments, conservation agencies, and the industrial sector. This collaboration can open up opportunities for funding, technology transfer, and the development of environmental innovations that can strengthen UNJA Lestari. Furthermore, such collaboration can expand the impact of the green campus program to the surrounding communities.

d. Green Innovation Center Concept at INISMA Jambi

The Muaro Jambi Islamic Institute (INISMA Jambi) is an Islamic religious college that continues to grow to meet the needs of higher education in Jambi Province. The institution was founded with the aim of expanding public access to quality Islamic education, especially in areas with historical, cultural, and dynamic social development potential. Its presence addresses the community's need for Islamic higher education that focuses not only on academic aspects but also on spiritual and moral values.

As an educational institution, INISMA Jambi is strongly committed to producing graduates who excel, possess integrity, and are competitive in the workforce. The curriculum combines modern science with Islamic values, equipping students not only with academic skills but also with a strong religious character. Academic development efforts are carried out through improving the quality of lecturers, developing a curriculum based on Outcome-Based Education (OBE), and innovating the learning process (Interview with the Head of LPMA INISMA Jambi, Abdul Wahid, SH, M.Pd, 2025).

INISMA Jambi also provides a conducive academic environment through the provision of various educational support facilities such as libraries, laboratories, study centers, and student activity units. The campus environment is designed to encourage student creativity and productivity in developing their potential in both academic and non-academic fields. An active campus life is a strength in building student character and independence.

In carrying out its functions, INISMA Jambi collaborates with various government agencies, industry, and other educational institutions. This collaboration is a strategic step to strengthen academic networks, improve the quality of research and community service, and open internship and job opportunities for students. Thus, the campus becomes not only a place of learning, but also a center for the development of knowledge relevant to the needs of society.

Furthermore, the Muaro Jambi Islamic Institute continues to strive to become a modern, progressive, and nationally competitive Islamic educational institution. By strengthening its vision and mission, improving educational quality, and committing to human resource development, INISMA Jambi is committed to making a significant contribution to the advancement of Islamic education and community development. The campus not only prioritizes a relevant curriculum but is also involved in a campus greening movement as a way to preserve nature (Interview with the Head of LPMA INISMA Jambi, Abdul Wahid, SH, M.Pd, 2025).

In this context, INISMA Jambi is developing a green campus by implementing the INISMA Green Innovation Center policy. This is a strategic response to the need for campus transformation into a sustainability-based higher education institution. This innovation center was born from the realization that universities are not only places for transferring knowledge, but also laboratories for

implementing environmentally friendly solutions. Initial findings indicate that the academic community has a high awareness of the importance of environmental conservation efforts, but this has not been accommodated in a structured innovation center. Therefore, the Green Innovation Center concept is seen as a concrete step to facilitate an integrated campus green movement (Interview with the Head of LPMA Abdul Wahid, SH, M.Pd INISMA Jambi, 2025).

Research reveals that the Green Innovation Center's founding stemmed from an analysis of the need for a more integrated environmental research facility. Previously, activities such as tree planting and campus waste banks were being implemented. Through this innovation center, all programs can be consolidated, increasing their effectiveness and impact. This aligns with the global trend of green campus development , which emphasizes the integration of research, education, and community service within a single, sustainable system.

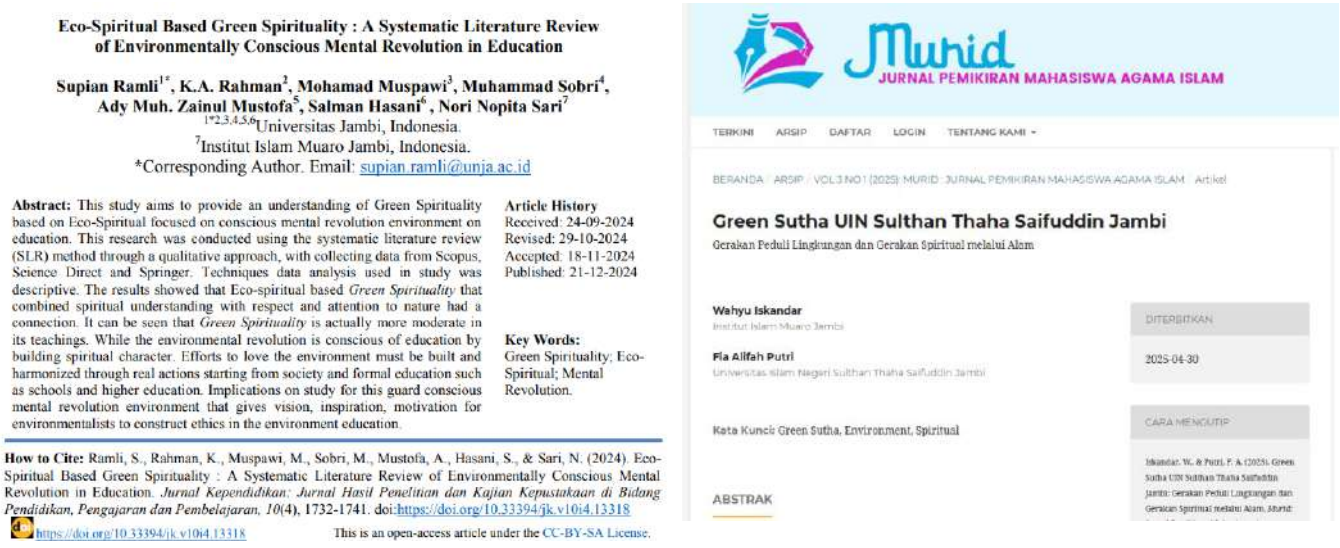
The Green Innovation Center's fundamental concept places multidisciplinary collaboration at its core. INISMA Jambi offers a variety of study programs with the potential to synergize in developing green solutions, including education, economics, law, and psychology. Through this collaboration, the innovation center focuses not only on technical environmental aspects but also on green values, ethics, and culture relevant to the character of Islamic institutions (Interview with the Head of Study Program at INISMA Jambi, 2025).

Field observations revealed that the Green Innovation Center is designed as a collaborative learning space that fosters student creativity. Co-working spaces, including campus greenery, and an educational garden are part of the proposed facility concept. This facility serves not only as a research practice but also as a meeting point for students from different study programs to develop innovative, environmentally-based projects. The presence of this facility is believed to increase student motivation to produce new, more applicable innovations.

The Green Innovation Center also serves as a hub for industry and the community. INISMA Jambi has the potential to collaborate with local governments, local industries, and non-governmental organizations to develop environmental programs based on campus research. This innovation center can serve as an incubation site for environmentally friendly projects such as waste management and the development of green micro, small, and medium enterprises (MSMEs). Thus, its existence provides added value not only to the campus but also to the wider community.

Research has found that curriculum integration is a crucial element in the Green Innovation Center concept. A green literacy -based curriculum encourages each study program to incorporate sustainability topics into its teaching. This concept aligns with the vision of Islamic education, which emphasizes humanity's role as caliphs in preserving the earth. Through curriculum integration, environmental values are not only conveyed theoretically but also internalized through hands-on practice at the innovation center.

Data shows that student and faculty research activities have the potential to significantly increase through the existence of this innovation center. The Green Innovation Center can provide internal funding, project guidance, and sustainable research publications. This strengthens the scientific culture and improves the quality of campus research. With an organized research system, the resulting impact becomes more measurable and relevant to the needs of sustainable regional development. The research findings of INISMA Jambi lecturers on green campuses are as follows:



Eco-Spiritual Based Green Spirituality : A Systematic Literature Review of Environmentally Conscious Mental Revolution in Education

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Abstract: This study aims to provide an understanding of Green Spirituality based on Eco-Spiritual focused on conscious mental revolution environment on education. This research was conducted using the systematic literature review (SLR) method through a qualitative approach, with collecting data from Scopus, Science Direct and Springer. Techniques data analysis used in study was descriptive. The results showed that Eco-spiritual based *Green Spirituality* that combined spiritual understanding with respect and attention to nature had a connection. It can be seen that *Green Spirituality* is actually more moderate in its teachings. While the environmental revolution is conscious of education by building spiritual character. Efforts to love the environment must be built and harmonized through real actions starting from society and formal education such as schools and higher education. Implications on study for this guard conscious mental revolution environment that gives vision, inspiration, motivation for environmentalists to construct ethics in the environment education.

Article History
Received: 24-09-2024
Revised: 29-10-2024
Accepted: 18-11-2024
Published: 21-12-2024

Key Words:
Green Spirituality; Eco-Spiritual; Mental Revolution.

How to Cite: Ramli, S., Rahman, K., Muspawi, M., Sobri, M., Mustofa, A., Hasani, S., & Sari, N. (2024). Eco-Spiritual Based Green Spirituality : A Systematic Literature Review of Environmentally Conscious Mental Revolution in Education. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran, 10*(4), 1732-1741. doi:https://doi.org/10.33394/jk.v10i4.13318

https://doi.org/10.33394/jk.v10i4.13318 This is an open-access article under the CC-BY-SA License.

Figure 4. Research results of INISMA Jambi lecturers

Research findings indicate that green innovation at INISMA Jambi requires a strategic management approach. The Green Innovation Center's governance system is designed to involve the research coordinator, program developers, partnership division, and public education division. This structure ensures that all activities are planned and aligned with INISMA Jambi's green campus vision. Good management is crucial to ensuring that innovation programs are not fleeting but sustainable.

The Green Innovation Center concept has significant potential to support the achievement of green campus indicators such as energy management, sustainable transportation, green open spaces, and waste management. The center serves as both a research laboratory and a catalyst for concrete action. Students have welcomed the planned innovation center. They believe the concept provides greater space for creativity, opportunities for scientific competitions, and the development of ecologically based work skills. Furthermore, students feel that their participation in green activities directly contributes to the campus environment, fostering a sense of ownership and ecological responsibility.

From a socio-cultural perspective, the discussion shows that the Green Innovation Center promotes the internalization of ecological values from an Islamic perspective. This concept links the principle of rahmatan lil 'alamin (blessing for all the worlds) with the practice of nature conservation. Studies on environmental ethics in Islam, environmental jurisprudence, and the sharia green economy are part of the educational program. This approach strengthens INISMA Jambi's identity as an Islamic university relevant to global issues.

Overall, the research and discussion conclude that the INISMA Green Innovation Center concept represents a comprehensive strategy to establish INISMA Jambi as an innovative, collaborative, and sustainable green campus. This concept focuses not only on the construction of physical facilities but also on strengthening a research culture, curriculum integration, strategic partnerships, and strengthening ecological Islamic values. Thus, the Green Innovation Center has the potential to become a driving force behind the green campus movement, with a broad impact on the academic community and the community.

Conclusion

The research on Green Spirituality in Higher Education: Sustainable Green Campus Transformation in Jambi Province above can be concluded that the *Green Spirituality Concept* is applied in higher education in Jambi Province (1) The Green Spirituality Concept is applied at UIN Sulthan Thaha

Saifuddin Jambi through the Green Sutha program as an ecological transformation movement that integrates Islamic spiritual values with sustainable campus environmental conservation practices. This program emphasizes the awareness that protecting the earth is part of worship, so that every greening activity, waste management, and utilization of green spaces are oriented towards the values of blessings and moral responsibility. Green Sutha encourages the academic community to plant trees, care for gardens, and develop green zones as a form of harmony between humans, nature, and the Creator. Through educational activities and ecological actions, students, lecturers, and educational staff are trained to build a green culture rooted in spiritual ethics. This implementation is also strengthened by green campus policies, such as reducing plastic, energy efficiency, and developing a curriculum based on ecological awareness. Thus, Green Spirituality is not only a concept, but a real movement that brings religious values to life in the form of environmental awareness. This effort makes UIN STS Jambi a model of a sustainable campus that combines science, faith, and environmentally friendly practices in an integrated manner. (2) The *Green Spirituality concept* is implemented at the University of Jambi through the Unja Lestari program , which emphasizes the integration of spiritual, ecological, and social values in all campus activities. This program encourages the academic community to view the environment as a trust from God that must be protected through environmentally friendly behavior, such as reducing plastic waste, conserving energy, and greening the campus area. Its implementation is seen through tree planting movements, managing green spaces, and cultivating ecological ethics in academic and non-academic activities. The University of Jambi also builds a culture of green spirituality by linking environmental awareness to students' religious and moral values. Through this approach, Unja Lestari not only focuses on the physical aspects of the green campus but also shapes the ecological character of campus residents. All of these activities are strategic steps to create a sustainable educational ecosystem. (3) The concept of the Green Innovation Center of INISMA Jambi, namely a *green literacy-* based curriculum, encourages each study program to include sustainability topics in learning. This concept is in line with the vision of Islamic education that emphasizes the role of humans as caliphs in protecting the earth. Through curriculum integration, environmental values are not only conveyed theoretically, but are internalized through direct practice at the innovation center.

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Acknowledgment

This research, entitled "Green Spirituality in Higher Education: Sustainable Green Campus Transformation in Jambi Province," was funded by the Litapdimas program of the Ministry of Religious Affairs of the Republic of Indonesia. The authors would like to express their gratitude to all parties who provided support, facilities, and trust, which made this research possible. Thanks are also extended to all respondents and related parties who contributed directly or indirectly to the completion of this research.