

UNNES Conservation: Analysis of The Acceleration of Implementation of Conservation Pillar Achievements and Character Education (Case Study: UNNES Graduate School)

Muh Sholeh^{1,*}, *Teguh Prihanto*¹, *Syahrul Syah Sinaga*¹, and *Meldy Septiawan*¹

¹Universitas Negeri Semarang, 50229 Semarang, Indonesia

Abstract. The Postgraduate School is part of Semarang State University (UNNES) which has declared itself a conservation university since 2010. The Postgraduate School is committed to supporting the realization of conservation ideals. This research focuses on analyzing the acceleration of implementation of the pillars of conservation and character education on the Semarang State University Postgraduate School campus. This research uses a qualitative approach, data sources were obtained through observation, interviews, and documentation studies. Data analysis was carried out using interactive methods. Research findings show that the pillars of conservation and character education have been achieved at the Graduate School of UNNES. Various facts show the need to increase achievement in the pillars of conservation and character education at the Graduate School of Semarang State University. Improvement of the conservation pillar is carried out through various programs, especially tree planting. To achieve the conservation pillar comprehensively, the Postgraduate School is accelerating through the declaration of an integrity zone in the campus environment which aims to create a Corruption Free and Clean and Serving Zone, and a Bureaucracy Oriented Zone. It is hoped that this launch will boost the achievement of the pillars of conservation and character education at the Postgraduate School, UNNES.

1 Introduction

In recent decades, environmental degradation has emerged as a primary concern among researchers and policymakers worldwide. This concern arises from alarming levels of CO₂ emissions, the continued rise of greenhouse gases, and their consequential impacts on global warming, climate change, biodiversity loss, water quality, and natural resources [1, 2]. This issue is further exacerbated by the increasing human consumption, which not only worsens societal vulnerabilities but also intensifies the scarcity of natural resources on Earth [3, 4]. The rapid industrialization during the globalization era has emerged as a critical factor contributing to environmental degradation [5].

* Corresponding author: muhsoleh@mail.unnes.ac.id

Globalization does indeed have a positive impact on economic growth through the enhancement of a country's economic, social, and political development. However, globalization also amplifies carbon dioxide emissions, leading to climate change and environmental degradation [6]. The globalization impact on environment is increasingly receiving serious attention [7]. Several studies indicate that globalization has a significant impact on the increase in environmental degradation [8-10]. In addition, economic globalization is one of the factors contributing to environmental pollution [11-14]. Moreover, globalization also has adverse effects on moral and character decay, as well as local and national culture, due to the penetration of incongruous different cultures [15, 16].

Considering the existing issues, the discourse on conservation becomes an extremely urgent endeavour to be realized. The conservation discourse successfully rearticulates the relationship between humans and nature and how this relationship is structured and managed [17]. Hence, the primary challenge in this era of globalization is how to maximize the potential of technological advancement to support environmental sustainability. Several studies present contrasting outcomes, as elucidated in the preceding section, indicating that technological progress in the era of globalization can contribute to environmental sustainability [18, 19]. Other studies also demonstrate the positive impact of globalization on sustainable development achievement [20, 21]. Furthermore, globalization also presents opportunities for cultural conservation and, in fact, the diffusion of local and national cultures into the global arena. Research indicates that "the local affects the global, and vice versa." The positive impacts of globalization are dynamic and encompass cultural interactions that transcend authority structures at personal, national, and global levels [22].

The conservation discourse establishes the Sustainable Development Goals (SDGs) as well as the Education for Sustainable Development Goals (ESD). ESD is recognized as one of the innovative strategies to create a positive environment by fostering responsible and wise attitudes among communities. It serves as an effective strategy to internalize the concept of sustainable development in children, youth, and the society [23]. In line with this concept, Universitas Negeri Semarang, as a public university in Indonesia, declared itself a conservation campus since 2010. It is committed and aspires to become a university with a conservation perspective and international reputation. As a conservation university, all educational, research, and community engagement activities at UNNES adhere to conservation principles, encompassing the conservation of natural resources, the environment, arts, and culture [24].

The discernment as a conservation university is implemented in daily basis policies through environmental programs, despite the dynamics encountered in the field. The implementation of conservation is organized into conservation pillars. Initially, conservation comprised seven main pillars: green architecture and internal transportation, paperless policy, waste management, biodiversity conservation, conservation succession, clean energy, and ethical arts and culture. Through an extensive process, these seven conservation pillars ultimately crystallized into three main conservation pillars: values and character, arts and culture, and natural resources and the environment.

In realizing its vision as a conservation university, Universitas Negeri Semarang (UNNES) faces several challenges. One of its most significant challenges is shaping an academic community that possesses knowledge, attitudes, and behaviours that are pro-conservation. Conservation at UNNES is often interpreted as increasing green spaces and eco-friendly building development. However, on the other hand, the conservation values aspired to have not yet been fully internalized by the students [25]. A study by Setyowati et al. also indicated that there are still many students with low awareness regarding electricity consumption, especially in the use of air conditioning, fans, and lights. The widespread use of motor vehicles also reflects a diminishing conservation spirit [26].

The existing issues pose a challenge that UNNES needs to address promptly through collaboration among all units and stakeholders within the university. The Graduate School, as part of Universitas Negeri Semarang, shares this commitment and remains consistently dedicated to making its specific contributions, particularly in the fields of conservation and character education. The implementation of conservation and character education is an ongoing dynamic process built and developed through various structured programs, including planning, execution, and evaluation stages.

In a structured manner, the Graduate School of UNNES has implemented conservation and character education programs through three pillars of conservation: values and character, arts and culture, and natural resources and the environment. Technically, these conservation pillars are integrated into the assessment indicators of H-BAT, which stands for green, clean, and healthy. This implementation has significantly contributed to supporting the vision and mission of the University. Nevertheless, it requires more systematic steps and hard work to further enhance the Graduate School's contributions in the field of conservation.

Based on the background provided above, this research aims to analyse the acceleration of the implementation of the conservation and character education pillars at the Graduate School Campus of Universitas Negeri Semarang. Specifically, the objectives of this research are as follows: a) to identify the achievements in the implementation of the conservation and character education pillars, b) to analyse the developments as a form of accelerating the implementation of the conservation and character education pillars, and c) to evaluate the achievements of the acceleration in implementing the conservation and character education pillars at the Graduate School of Universitas Negeri Semarang.

2 Overview of UNNES as a Conservation University

Universitas Negeri Semarang (UNNES) declared itself a conservation university in 2010. The confirmation of UNNES as a conservation university is marked by the Regulation of the Minister of National Education of the Republic of Indonesia Number 8 regarding the Statute of Universitas Negeri Semarang, which affirms that UNNES has a vision of "becoming an internationally reputable conservation university that is healthy, excellent, and prosperous" [27]. In the provision of education with a conservation perspective, Universitas Negeri Semarang develops conservation values. These values aimed to become the character of UNNES graduates. Each study program develops a curriculum based on the National Qualifications Framework for Higher Education (KKNI) and with a conservation perspective. The implementation of UNNES' three main functions (education, research, and community service) is directed towards applying conservation values in the educational process, research activities, and the community engagement of the academic community at UNNES.

Conservation perspective is taken as a model that should be followed and emulated. It consists of beliefs that underlie the viewpoints and approaches taken towards issues related to conservation, which is the focal point of concern. The conservation perspective serves as a collectively agreed-upon reference and is utilized by the academic community of UNNES as an academic community. The conservation perspective holds a central position in establishing direction and guiding attitudes and behaviours when it comes to prioritizing or choosing something worthwhile. It is characterized by a commitment to the development of knowledge and the betterment of humanity and human society [28].

The choice of becoming a conservation-minded university is not without reason. While several universities opt to define themselves as entrepreneur universities, research universities, teaching universities, or technopreneur universities, categories that have been adopted by many other institutions, UNNES has chosen not to be a follower of such established trends. UNNES has taken the initiative to pioneer and embrace the concept of a

conservation-minded university. It appears that this choice of being a conservation-minded university is the first of its kind in Indonesia and sets a new trend or establishes new standards that other universities may choose to follow.

The conservation-minded university has slowly but steadily built an image and reputation for UNNES. The image and reputation of a conservation-minded university have become highly popular messages in society. During UNNES' anniversary celebration, the 6th President of Indonesia, SBY, stated, "UNNES is extraordinary, this is true conservation." This implies that the conservation-minded university has garnered attention. According to Ruslan, image is manifested as the perceptions and responses, both positive and negative, particularly coming from the public and the wider community. In general, a positive image will create trust and loyalty from the public. Therefore, the conservation-minded university must be able to reflect a positive image to enhance UNNES' reputation [29].

Since UNNES declared itself as a conservation-minded university, it has undertaken various policies and efforts to promote, educate, and mobilize the entire campus community and the public to realize and strengthen this conservation vision. In other words, UNNES serves as a pioneer in conservation and leverages this strength to guide the community in achieving its aspirations, namely, a prosperous society on par with the global community. As a conservation-minded higher education institution, UNNES is obligated to fulfil its mandate and responsibilities by firmly upholding conservation as its identity. This implies that conservation becomes the identity in all entrusted mandates and responsibilities, from planning and implementation to completion. These efforts are activities aimed at shaping and solidifying the identity of a conservation-minded university.

A conservation university is an institution that, in its educational, research, and community engagement activities, adheres to principles of conservation (protection, preservation, and sustainable use). These principles apply to conservation efforts related to natural resources, the environment, arts, and culture. This aligns with the viewpoint of Richmond and Bracker [26] (2009), who define conservation as a complex and ongoing process involving decisions about what is considered heritage, how it is preserved, how it is utilized, by whom, and for whom. Heritage in this definition encompasses not only physical aspects but also cultural elements. Therefore, the concept of conservation not only pertains to issues of environmental care, preservation, and protection but also encompasses the preservation of cultural heritage and the civilization of human societies.

Formally, considering that as a conservation-minded university, its management is grounded in the spirit of conservation and its symbol, the Rector of UNNES issued Regulation Number 6 of 2017 concerning the Conservation Spirit of UNNES. According to this regulation, the conservation spirit is the ethos or essence that underpins the implementation of conservation at UNNES. The conservation emblem is a symbol that emphasizes that UNNES is a university founded on the spirit of conservation. In this regulation, the conservation spirit of UNNES is defined as "*arum luhuring pawiyatan ing astanira*" which translates to "the house of knowledge for the development of an excellent civilization" [4].

The conservation spirit is represented by the conservation emblem located at the pinnacle of the UNNES Conservation Monument. This emblem is only for use in connection with the Conservation Monument and replicas of the Conservation Monument for conservation awards. The conservation spirit is supported by three pillars: (1) values and character, (2) arts and culture, and (3) natural resources and the environment. Furthermore, the conservation spirit is elaborated through eight values [28]:

1. Inspirational value: always having ideas or concepts and being ready to take action to achieve national and international excellence;
2. Humanistic value: respecting others, hoping for and advocating for the dignity and honour of UNNES members, particularly, and society in general;

3. Compassion value: paying attention to and caring for fellow UNNES members, the community, and the natural environment;
4. Innovative value: utilizing thought, imagination, stimuli, and the environment to produce innovative products;
5. Creative value: thinking and acting intelligently to solve problems based on norms and generating new ways or results from what is possessed;
6. Sportsmanship value: demonstrating chivalry, honesty, fairness, and a willingness to acknowledge the strengths and successes of others while admitting one's own mistakes and weaknesses;
7. Honesty value: behaving based on the effort to make UNNES members trustworthy in speech, attitude, actions in work, and daily life in accordance with prevailing norms; and
8. Justice value: remaining impartial, siding with what is right, not harming others or oneself, and giving to others according to their rights.

3 Research Method

This research focuses on analyzing the acceleration of implementation of the pillars of conservation and character education at the Semarang State University Postgraduate Campus. This research used a qualitative approach carried out at the Graduate School of Semarang State University. Key informants or subjects are selected using considerations of understanding and involvement regarding the research topic. The subjects included the Director and Deputy Director, Conservation Cluster Team, lecturers, academic staff, cleaning staff, and students at the Semarang State University Postgraduate School.

The data in this research was obtained through observation, interviews and documents relevant to the research objectives. Observations were made directly on the implementation of conservation at the Postgraduate School, especially regarding facilities and infrastructure as well as environmental conditions at the Postgraduate School, Semarang State University. In-depth interviews were conducted with leaders, lecturers and academic staff to find out conservation achievements at the Postgraduate School regarding programs, activities, performance achievements and various other aspects of conservation. The documentation study was carried out by collecting various data, including regulations, annual performance or implementation data related to the pillars of conservation and character education, as well as data obtained from reviewing previous research articles.

Data analysis was carried out using interactive analysis techniques [29]. The interactive analysis process involves three main components that researchers must truly understand and pay attention to: data reduction, data presentation, and conclusion drawing or verification. The analysis process is carried out continuously in accordance with the problems studied until valid conclusions are obtained. The validity of the data in this research was tested using source triangulation techniques, namely comparing data from observations, interviews and documentation studies to ensure the accuracy and reliability of the findings.

4 Results and Discussion

4.1 The Achievement of the Implementation of the Conservation and Character Education Pillars

The implementation of the conservation pillar in the Graduate School of Semarang State University can be identified based on its organization and processes. Organizationally, this means that specific units have been established to act as implementers, both in technical and

non-technical capacities. Regarding the processes, the implementation of the conservation and character education pillars has been carried out through planning, execution, and evaluation stages.

The Graduate School has a Conservation and Character Education Cluster composed of faculty members and educators who are selected based on their competence and experience in the fields of conservation and character education. According to the Rector's Decree of Universitas Negeri Semarang, the Conservation and Character Education Cluster team at the Graduate School consists of Dr. Muh. Sholeh, S. Pd, M. Pd, Teguh Prihanto, ST, MT, and Dr. Syahrulsyah Sinaga. This cluster team is supported by technical staff within the Graduate School, which includes both educators and cleaning service personnel responsible for maintaining the campus environment to ensure it remains safe and comfortable to support the lecture process.

The background of the Conservation Cluster team, representing various faculties, is expected to bring a broader spectrum of perspectives. This includes considering aspects of beauty in campus environment planning, which involves the collaboration between the fields of art and engineering. This collaboration aims to make the campus environment more visually appealing, aesthetically pleasing, and imbued with artistic value that can be appreciated by anyone present on the premises.

The cluster team from the Faculty of Social Sciences is responsible for creating a conducive learning environment that prioritizes excellent service. They aim to promote a corruption-free service culture and work towards a clean and service-oriented atmosphere within the corruption-free zone, ultimately striving for a corruption-free campus. Additionally, the cluster team designs activities that encourage all members of the Graduate School to be aware and actively participate in realizing a campus that provides excellent services to its students.

Technically, the Conservation and Character Education Cluster team is overseen by the Vice Director for Administration and Finance. The team also maintains continuous communication with the Student Affairs Division and the General Administration Division in executing every activity. This is because every activity designed and carried out by the cluster team needs support from the Student Affairs Division and the General Administration Division, such as providing information through telegrams and facilitating with resources like Zoom meetings and venues. All of this is made possible because, organizationally, the cluster team has established effective communication channels.

In essence, there exists a strong and mutually supportive collaboration between the cluster team and the student affairs and general sections. When the cluster team undertakes activities, the student affairs department provides full support. For instance, when the cluster team invites all members of the Graduate School to participate in tree planting activities, the student affairs department promptly disseminates information to students and educational staff through the Telegram technology assistance. This approach proves highly effective in encouraging the participation of all academic members within the Graduate School of UNNES. Conversely, if the general section and students require input regarding landscaping on campus, the cluster team offers suggestions to ensure that flowerbed arrangements yield greater benefits. Such input or recommendations from the cluster team are typically grounded in scientific research and the opinions of stakeholders.

The cohesion between the cluster team and the student affairs and general sections is also tested when the Graduate School must participate in UNNES H-BAT. As is known, the Graduate School's performance in UNNES H-BAT still reflects unsatisfactory outcomes. Technically, these achievements indicate suboptimal student services. This is evident in the limited availability of certain support facilities that should be accessible to students, such as access to drinking water for students.

The aforementioned issue can be addressed through discussions between the cluster team and the student affairs and general sections, allowing for the provision of drinking water needs to be met through a transparent procurement process. Naturally, this collaboration between the cluster team and the student affairs and general sections falls under the guidance of the director and their respective deputies.

Subsequently, in terms of the process, the implementation of the conservation and character education pillar has been carried out through the stages of planning, execution, and evaluation. The same mechanism is also applicable to other units within Semarang State University. Concerning the planning phase, the implementation of the conservation and character education pillar has been internally discussed within the cluster team, resulting in several evaluation formulations for the year 2021, namely:

1. In the H-BAT (Green, Clean, and Healthy) UNNES 2021 achievement, the Graduate School secured the 5th position among the 9 faculties, marking a 2-level improvement compared to the previous year;
2. Disparities in achievement scores concerning the maximum scores are as follows: Health (-11 points), UI Greenmetric (-31 points), Green (0 points), Clean (-1 point), and Covid (0 points); and
3. Evaluation based on data and field observations revealed several facts, including the absence of a ready-to-drink tap water installation, the absence of student organizations and conservation-related content, the lack of a wastewater recycling program, the absence of conservation start-ups, insufficient bicycle and shelter facilities, limited electric vehicles, low student participation in tree planting activities in the SIOMON platform, limited bicycle usage intensity, insufficient rainwater harvesting programs, limited use of solar power generated electricity (PLTS), a shortage of conservation-related events, limited tree coverage, trash bins, and infiltration wells, a shortage of conservation-themed courses, and a scarcity of conservation news on the website.

Based on this evaluation, priority programs are formulated as follows: the first priority program focuses on enhancing the comfort within the Graduate School campus environment. The second priority program aims to improve the H-BAT ranking for the year 2022. The third priority program targets an increase in the H-BAT score for the year 2022 (from a score of 163/78.4%).

Subsequently, an action plan for 2022 is devised to reduce score disparities and, in essence, enhance achievements by addressing the identified weaknesses. Several proposed initiatives include: installation of solar-powered lights for parking area illumination (4 locations), procurement of ready-to-drink tap water taps, establishment of fish ponds for ablution water storage, addition of conservation-related news content on the Graduate School's website, form a student organization dedicated to conservation, acquisition of bicycles and shelters, expansion of trash disposal facilities, delivery of conservation awareness and SIOMON orientation to new students (30-50 minutes), and finally an identification of conservation and character-focused courses within the program's curriculum.

The next stage is implementation. During this phase, several parties provide direct support for the implementation of the conservation and character education pillar within the Graduate School's environment. These parties include:

1. Leader, represented by the director and deputy director, who demonstrate exceptional commitment, particularly in realizing the Corruption-Free Zone and Clean Serving Zone, or the integrity zones within the Graduate School.
2. Program coordinators within the Graduate School of UNNES, who strategically provide input to the cluster team and allow their students to participate in activities.

3. Students, who directly attend activities and actively engage in tree planting. Students also monitor activities through SIOMON.
4. Educational staff, who willingly participate in various activities.
5. Cleaning service personnel, who maintain their enthusiasm while following the directives of the Graduate School. These individuals also directly participate in various activities, such as the planting of Telang flowers.

The subsequent stage is the evaluation phase conducted in preparation for the upcoming year. The evaluation results indicate the following based on data and field observations: (1) absence of the conservation-focused student organization, (2) absence of conservation-oriented start-ups, (3) limited student participation in uploading tree planting data to SIOMON, (4) Limited activities related to conservation and education, (5) limited arts and sports activities, (6) limited availability of ready-to-drink tap water installations, (7) insufficient rainwater harvesting programs, (8) limited number of conservation-related activities, (9) inadequate provision of trash bins, (10) insufficient infiltration wells, and (11) lack of conservation-themed news on the Graduate School's website. These findings highlight areas for improvement and provide valuable insights for the subsequent year's planning and implementation.

4.2 Development Serves as A Means to Accelerate the Implementation of The Conservation and Character Education Pillar

The development of UNNES as a conservation-oriented university encompasses several objectives, namely: (1) Supporting government efforts in the management of both biological and non-biological natural resources and ecosystems. (2) Safeguarding, preserving, and sustainably utilizing natural resources through educational, research, and community engagement activities to establish ecosystem balance. (3) Cultivating responsible attitudes, behaviours, and active participation among UNNES academic community members in the conservation of biodiversity, environmental preservation, arts, culture, and sports.

The Graduate School has implemented several programs that involve students and the entire academic community within its environment. Some of the programs that include students are:

1. Tree planting awareness campaign

The activity was conducted online, involving master's and doctoral students. It took place on Thursday, June 23, 2022, from 2:00 PM until completion. The speakers for this event were Tegus Prihanto, ST, MT, from the Conservation Developer Unit at Semarang State University, and Moch Samsul Arifin, M. Si, from the Akar Banin Foundation in Semarang. The topics covered technical aspects of tree planting and tree monitoring using the Tree Planting and Care Information System (SIOMON). SIOMON is a reporting portal for tree planting conducted by students, developed in accordance with Semarang State University Rector's Regulation No. 26 of 2009 regarding the "one student, one tree" planting initiative. Reporting tree planting through SIOMON is a requirement for graduation registration and for obtaining the Certificate of Degree Companion (SKPI).

2. Herbal tree planting workshop

The activity took place on Wednesday, June 29, 2022, and involved the cleaning service personnel within the Graduate School's environment. This activity was carried out under the guidance of the cluster team, which focused on planting Telang flowers as one of the herbal plants around the campus. Technically, planting Telang flowers is quite simple, involving the use of soil placed in planter bags, with seedlings inserted into these bags.

3. Vertical and horizontal garden revitalisations

The activity was conducted as part of a series of events in conjunction with a herbal tree planting workshop. Specifically, it involved the replacement of several plants in the vertical garden media that were damaged and needed to be replaced with new ones. The planting or replacement of plants was carried out by the cleaning service personnel under the guidance and support of the conservation cluster team.

4. Tree planting by students

The tree planting activity by students was conducted after they attended the socialization session. Not all students attended the socialization, but they received broadcast messages sent via Telegram, which resulted in relatively high student participation. For students who couldn't participate in tree planting, they were given the opportunity to join the "Tree Adoption" program. The Tree Adoption program involves tree planting through donations, where the funds contributed by donors are allocated for tree planting, including its care and maintenance.

4.3 The Achievement of Accelerating the Implementation of the Conservation and Character Education Pillar in the Graduate School of Semarang State University

The manifestation of accelerating the implementation of the conservation and character education pillar in the Graduate School of Semarang State University is the realization of a free corruption campus and the creation of a clean and service-oriented zone. Gradually, the Graduate School of UNNES is committed to establishing an integrity zone to enhance services to students, aiming for the Graduate School campus to become a Corruption-Free Zone (WBK) and a Clean and Service-Oriented Bureaucracy Zone (WBBM). The official declaration of the Graduate School as a WBK and WBBM was carried out on Monday, October 10, 2022, at the front terrace of the H. Achmad Slamet Building.

The "Corruption-Free Zone" (WBK) is a designation given to a work unit that meets a substantial portion of reformed management, organizational management arrangement, human resources management system arrangement, strengthening of supervision, and performance accountability enhancement. On the other hand, the "Clean and Service-Oriented Bureaucracy Zone" (WBBM) is a designation given to a work unit that fulfils a substantial portion of reformed management, organizational management arrangement, human resources management system arrangement, strengthening of supervision, performance accountability enhancement, and improvement in the quality of public services. The development of the Integrity Zone is based on the Regulation of the Minister of Administrative and Bureaucratic Reform Number 10 of 2019, which amends Ministerial Regulation Number 52 of 2014 on the Guidelines for the Development of the Integrity Zone toward the Corruption-Free Zone and Clean and Service-Oriented Bureaucracy Zone (WBK/WBBM) [30].

The Integrity Zone (ZI) is a government institution in which its leadership and personnel have committed to realizing a corruption-free zone or a clean and service-oriented bureaucracy through bureaucratic reform, especially in achieving clean and accountable governance as well as excellent public service. Ministries, agencies, and local governments that have declared themselves as Integrity Zones propose one of their work units to become a corruption-free zone. The declaration of the Integrity Zone toward a Corruption-Free Zone (WBK) and a Clean and Service-Oriented Bureaucracy Zone (WBBM) marks the entry point to the Integrity Zone because it involves a series of stages and requirements for the Graduate School to truly achieve an Integrity Zone.

The declaration was carried out as a strong effort to ensure that all parties, particularly within the Graduate School of UNNES, share a collective awareness. The declaration was

led by the Director of the Graduate School, Prof. Dr. Agus Nuryatin, M. Hum, accompanied by the Vice-Director, witnessed by UNNES Rector Prof. Dr. Fathur Rokhman, M. Hum, the Vice-Rectors, Heads of Departments and Units, Deans, and invited guests, including alumni, students, and representatives from the local community. This spirit was appreciated by all parties involved.

The development of the Integrity Zone is considered a role model for Bureaucratic Reform in upholding integrity and delivering quality services. Thus, the development of the Integrity Zone is a crucial aspect in preventing corruption within the government. Integrity is defined as an attitude or culture that demonstrates consistency between words and actions, as well as the disposition to reject all reprehensible actions that may harm oneself and the institution. The zone is represented by government agency units that have instilled integrity values within them.

The goal of the Integrity Zone Corruption-Free Zone (ZI-WBK) is to enhance organizational capacity and accountability, create a clean and corruption-free government, and improve the quality of public services. The development of the Integrity Zone toward a Corruption-Free Zone (WBK/WBBM) is also an effort to prevent corruption, collusion, and nepotism while enhancing the quality of public service. In its implementation, it involves continuously improving accountable performance, establishing performance contracts, and conducting education and outreach on anti-graft measures and corruption prevention.

The next stage, which is currently ongoing, involves internal improvements and meeting all the requirements to achieve integrity zone status. This includes fulfilling the required documents, which are distributed across various criteria, including Management Reform, Organizational Management Arrangement, Human Resources Management System Arrangement, Accountability Strengthening, Supervision Strengthening, and Enhancement of Public Service Quality. However, it should be acknowledged that the journey towards the integrity zone is lengthy because it involves not only internal improvements and document completion but also tangible actions that serve as evidence that the Graduate School is genuinely becoming an integrity zone. The declaration of the integrity zone is expected to boost improvements in various aspects of the conservation and character education pillar within the Graduate School of UNNES.

5 Conclusion

Based on the research findings, it can be concluded that the achievements in the implementation of the conservation and character education pillar at the Graduate School of UNNES in 2021 have shown improvement compared to the previous year, as evidenced by the H-BAT (Green, Clean, and Healthy) ranking, which rose to the 5th position out of 9 faculties (a 2-level increase from the previous year). However, the scores for the conservation and character education pillar need to be continually improved as they have not yet reached the maximum scores set, especially in the UI Greenmetric score. Various facts have also been identified, indicating the need for improved achievements in the conservation and character education pillar at the Graduate School of UNNES, particularly concerning facilities, student activities, tree planting, energy conservation, and conservation-themed news publications. Several aspects evaluated in the conservation pillar achievement at the Graduate School have been followed up with various programs, including tree planting awareness campaign, herbal tree planting workshops, the revitalization of vertical and horizontal gardens, and tree planting by students that must be uploaded on the SIOMON platform.

To achieve the acceleration of the implementation of the conservation and character education pillar at the Graduate School, strategic efforts have been undertaken by the Graduate School through the declaration of the Integrity Zone. The Graduate School has declared the Integrity Zone to enhance services to students, aiming for the Graduate School

campus to become a Corruption-Free Zone (WBK) and a Clean and Service-Oriented Bureaucracy Zone (WBBM). Achieving WBK and WBBM status takes time as it is related to cultural changes that need to be gradually implemented. The declaration of the Integrity Zone is expected to drive improvements in various aspects of the conservation and character education pillar at the Graduate School of UNNES.

Based on the research findings, it is necessary to have the commitment of all stakeholders and the academic community at the Graduate School to realize the Graduate School campus as an Integrity Zone, thus becoming a campus with a Corruption-Free Zone (WBK) and a Clean and Service-Oriented Bureaucracy Zone (WBBM). The achievement of the Graduate School of UNNES as an Integrity Zone will drive the achievements of the conservation and character education pillar within the Graduate School campus. Effective and careful planning, the provision of adequate facilities, comprehensive policy dissemination, sincere policy implementation, objective monitoring and evaluation, and tangible actions are essential to create an integrity-driven Graduate School of UNNES that achieves the conservation and character education pillar sustainably.

References

1. S. Danish and Z. Wang, "Investigation of the ecological footprint's driving factors: What we learn from the experience of emerging economies," *Sustainable Cities and Society*, **vol. 49**, (2019).
2. A. Rudolph and L. Figge, "Determinants of Ecological Footprints: What is the role of globalization," *Ecological Indicators*, pp. 348-361, (2017).
3. S. P. Nathaniel, "Ecological footprint, energy use, trade, and urbanization linkage in Indonesia," *GeoJournal*, pp. 2057–2070, (2021).
4. M. M. Rahman, "Environmental degradation: The role of electricity consumption, economic growth and globalization," *Journal of Environmental Management*, (2020)
5. B. Lin and J. Zhu, "Energy and carbon intensity in China during the urbanization and industrialization process: A panel VAR approach," *Journal of Cleaner Production*, pp. 780-790, (2017).
6. U. Mehmood and S. Tariq, "Globalization and CO2 emissions nexus: evidence of the EKC hypothesis in South Asian Countries," *Environmental Science and Pollution Research*, pp. 37044–37056, (2020).
7. C.-F. Wu et al., "Impact of globalization on the environment in major CO2-emitting countries: Evidence using bootstrap ARDL with a Fourier function," *Front Public Health*, **vol. 10**, (2022).
8. U. K. Pata and A. E. Caglar, "Investigating the EKC hypothesis with renewable energy consumption, human capital, globalization and trade openness for China: Evidence from augmented ARDL approach with a structural break," *Energy*, (2021).
9. P. Sethi, D. Chakrabarti, and S. Bhattacharjee, "Globalization, financial development and economic growth: Perils on the environmental sustainability of an emerging economy," *Journal of Policy Modeling*, **vol. 42**, no. 3, pp. 520-535, (2020).
10. N. M. Suki, A. Sharif, S. Afshan, and N. M. Suki, "Revisiting the environmental Kuznets Curve in Malaysia: The role of globalization in sustainable environment," *Journal of Cleaner Production*, **vol. 264**, (2020).
11. A. Dreher, N. Gaston, and P. Martens, *Measuring Globalisation: Gauging Its Consequences*. New York: Springer, (2008).
12. S. Hadi, P. J. Aji, and S. Yuliani, "The impact of globalization against environmental condition in Indonesia," *France: EDP Sciences*, (2018).

13. S. Yurtkuran, "The effect of agriculture, renewable energy production, and globalization on CO2 emissions in Turkey: a bootstrap ARDL approach," *Renewable Energy*, **vol. 171**, pp. 1236-1245, (2021).
14. B. Aslam et al., "Applying environmental Kuznets curve framework to assess the nexus of industry, globalization, and CO2 emission," *Environmental Technology & Innovation*, (2021).
15. D. Yama, "The revitalization policy of character-education in terms of strengthening the concept of nationalism," *International Journal of Education*, **vol. 8**, no. 2, pp. 103-113, (2015).
16. H. A. Wani, "Impact of globalization on world culture," *Research Journal of Humanities and Social Sciences*, **vol. 2**, no. 2, (2011).
17. A. Escobar, "Constructing Nature: Elements for a Poststructuralist Political Ecology," *Futures*, pp. 325-343, (1996).
18. A. Majeed et al., "Roles of natural resources, globalization, and technological innovations in mitigation of environmental degradation in BRI economies," *Plos One*, (2022).
19. W. Xiaoman et al., "Natural resources abundance, economic globalization carbon emissions: Advancing sustainable development agenda," *Sustainable Development*, **vol. 29**, no. 5, pp. 1037-1048, (2021).
20. O. Gasimli et al., "Globalization and Sustainable Development: Empirical Evidence from CIS Countries," *Sustainability*, (2022).
21. S. Tang, Z. Wang, G. Yang, and W. Tang, "What are the implications of globalization on sustainability? – A comprehensive study," *Sustainability*, **vol. 12**, no. 8, (2020).
22. S. Magu, "Reconceptualizing cultural globalization: Connecting the 'cultural global' and the 'cultural local'," *Social Sciences*, pp. 630-645, (2015).
23. K. Zwolińska, S. Lorenc, and R. Pomykała, "Sustainable Development in Education from Students' Perspective—Implementation of Sustainable Development in Curricula," *Sustainability*, **vol. 14**, no. 6, p. 3398, (2022).
24. S. Ngabekti, "Persepsi mahasiswa pendidikan lingkungan hidup terhadap ketercapaian UNNES sebagai kampus konservasi untuk menuju pembangunan berkelanjutan," Surakarta: FKIP UNS, (2015).
25. B. Kisworo and M. Muarifuddin, "Analisis implementasi 7 pilar konservasi Universitas Negeri Semarang di Fakultas Ilmu Pendidikan," *Journal of Nonformal Education*, pp. 9-23, (2015).
26. D. L. Setyowati, P. Hardati, T. M. P. Astuti, and M. Amin, "Awareness of electrical energy as realization a conservation in Universitas Negeri Semarang Campus," IOP Publishing, (2019).
27. R. Arswendi, "Konservasi berbasis komunitas (Studi Tentang strategi branding Universitas Negeri Semarang sebagai Universitas Konservasi)," *Interaksi: Jurnal Ilmu Komunikasi*, pp. 134-144, (2013).
28. UNNES, Peraturan Rektor UNNES No.6 Tahun 2017 tentang Spirit Konservasi Universitas Negeri Semarang. Semarang: Universitas Negeri Semarang, (2017).
29. M. B. Miles and M. Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*. Thousand Oaks, CA: Sage Publication, (1994).
30. Indonesia, Perman PANRB no.10 Tahun 2019 tentang Pedoman Pembangunan Zona Integritas Menuju Wilayah Bebas dari Korupsi dan Wilayah Birokrasi Bersih dan Melayani di Lingkungan Instansi Pemerintah, Jakarta: Kementerian Pemberdayaan Aparatur Negara dan Reformasi Birokrasi, (2019).