

On the Management of Environmental Health at Indonesia's Islamic University Campus

Amiruddin Siahaan¹, Tien Rafida², Indra Jaya³

^{1,2,3}Faculty of Islamic Education, State Islamic University of North Sumatra, Medan, Indonesia

Corresponding Author: Tien Rafida (tienrafida@uinsu.ac.id)

DOI: <https://doi.org/10.52403/ijrr.20220424>

ABSTRACT

This study aims to look at the extent of leadership and staff at four State Islamic University (UIN) throughout Indonesia in making and implementing policies related to the concept of environmental health education management. This research was conducted at UIN Ar-Raniry (Banda Aceh), UIN Syarif Hidayatullah (Jakarta), UIN Maulana Malik Ibrahim (Malang), and UIN Sunan Kalijaga (Yogyakarta). This research was carried out using qualitative methods. This study provides findings in the form of the same formulations related to environmental health education management policies as follows: four indicators in the form of the concept of environmental health education on the policy aspects, include, (a) vision and mission of environment-based tertiary institutions; (b) curriculum structure is related to environmental protection and management policies; (c) completeness of courses related to environmental education; (d) higher education activity and budget plans containing environmental protection and management efforts. The reference standard produced in this research is expected to be a reference for all Islamic State Universities in the implementation of the concept of environmental health education and for future researchers who can be further refine.

Keywords: Management, policy, environmental health, Islamic university

INTRODUCTION

Higher education has the capacity to develop science, technology and sustainable arts that require environmentally friendly

and social campus environment in the implementation of college Tridarma (three duties); therefore, green campus^[1,2] is a must. At present, a number of Islam-based colleges continue to improve quality education as well as comfort for their students and compete to implement environmentally friendly policies in building educational facilities and infrastructure. As institutions of tertiary education, Islam-based colleges with environmental resources in the Islamic teachings must become pioneers to morally support the management of environmental health (MEH).

Leaders and academics who do not understand and know the management of environmental health education will result in policies that are not in line with environmental health education on campus. This can be seen in Islamic tertiary campuses both in state universities such as STAIN, IAIN and UIN, as well as Islam tertiary institutions managed by foundations (private) rarely prioritize spatial planning which truly reflects the campus Islamic. Especially to the level of socialization and implementation to the academic community in the campus environment. For example, sanitation management, greening, waste management, clean water supply, drainage, physical space management and so on that do not meet health standards. This research is important because Islamic campuses should implement environmental health education management based on Islam, but implementation of environmental health

education based on Islam is precisely found in non-Islamic campuses. Islamic higher education should teach cleanliness and preserve the environment in the balance of the lives of humankind and nature as creatures created by Allah. Based on the previous description, researchers are interested in conducting research on the concept of environmental health education management in terms of the policy aspects of campus leadership related to environmental health, with the theme: The Concept of Environmental Health Education Management in the UIN Policy System in Indonesia.

With the argument that environmental health is a necessity of sustainable human life. To create sustainable life, we need a strong policy foundation from the highest leadership and all levels of the environment through the educational process so that the sustainability of environmental health can be sustained from generation to the next. Higher education as a formal educational institution in the process of producing human resources has the competence to fill the nation and state development. Therefore, it must be equipped with the principles of sustainable development, including how to preserve the environment by maintaining the balance of humans and the natural environment as creatures created by Allah, integrated in a policy that was born by the highest leadership in every UIN in Indonesia.

Based on the background of previous problems, this study aims to see the extent of leadership and staff in the State Islamic University (UIN) throughout Indonesia in making and implementing policies related to the concept of environmental health education management that can be used as a common reference standard in the sustainability of UIN at present and in the future.

LITERATURE REVIEW

Concept

The concept is a unit of meaning that represents a number of objects that have the same characteristics. People who have the concept of being able to hold abstractions of the objects encountered, so that objects are placed in certain groups. Objects are presented in people's consciousness in the form of mental representations. The concept itself can be symbolized in the form of a word. Soedjadi, giving Understanding Concepts is an abstract idea that can be used to hold classifications or classifications which are generally expressed by a term or series of words (language symbols).^[3] Abstraction means a process of focusing one's attention on certain situations and taking certain elements, while ignoring other elements. So, the concept is something that is produced by the abstraction or separation of the characteristics of ideas, placing on a class or pattern.^[4]

Strictly stated by Masri,^[5] the concept is an integral part of the theory which aims to understand the problem as a whole and comprehensively. The concept is the most important element of theory and is the definition used by researchers to abstract social phenomena or natural phenomena. The concept is a generalization of a certain group of phenomena, so that it can be used to describe the same variety of phenomena.

Policy

Policy is translated from the word "wisdom" which is a provision of leadership that is different from the existing rules, imposed on a person or group of people can not and may not meet the general rules above, in other words he can be exceptions. Meaning that wisdom or policy is a wisdom of the leadership to subordinates or the community. The wise leader as the party that determines the policy, can only exclude the standard rules to a person or group of people, if they can not and may not meet the general rules above, in other words can be excluded but do not violate the rules.^[6]

Policy is a statement or general understanding that guides thinking in making decisions that have the essence of certain limits in decision making.^[7] While Anderson^[8] stated that the policy is part of the planning that prepares a set of decisions relating to funds, energy, and time to achieve goals. Campbell^[9] stated the policy is the limit of the decision to integrate the future. The policy implications require two things. First, a group of problems with certain characteristics. Second, the implications of the characteristics of policy making as a process. When viewed from the perspective of educational development, the implications of national education policies are efforts to improve the level and quality of the nation's life in developing national culture. Hough stated^[10] raising policy issues is sometimes used in a narrow sense to refer to the formal actions they follow. Policies are equated with plans and programs, and often do not distinguish between policy actions (policy making) and policy actions (decision making). Policy is considered a position or position developed to respond to a problem or conflict issue in the context of achieving certain goals, usually distinguished from interrelated concepts.

In a more definitive understanding that the policy (policy) according to Hough^[10] is a elusive term and requires further explanation because the term is often used in different ways, and to show a variety of phenomena. The policy process is based on the assumption that public policy is more related to the transformation of group conflicts and the underlying values. Policies are not born just like that but were born in the context of a specific set of values, pressures and in a special structural arrangement, including the needs and aspirations of the community as policy targets. Policy is a rational process in which analysis produces reasonable information and arguments about potential solutions to policy problems. Sagala^[11] mentioned that public policy research is empirical and quantitative in an organization such as

poverty issues, eradication of illiteracy, homelessness in cities, community ills, and political control. Rich^[12] stated that the policy not only regulates the operating system internally, but also presents arrangements relating to the function definitively between systems.

Based on the opinion of previous experts, it can be concluded that the policy is the result of decision making by top management in the form of goals, principles and rules or strategic matters to direct managers and personnel to determine the organization's programs and activities based on the system (input, process, environment, output and performance) serves as a guide in acting, directing organizational activities to achieve the goals set by the management level.

Management

The concept of environmental management can be assessed based on the theories contained in management studies. Terry and Rue suggest that management is a process or framework, which involves the guidance or direction of a group of people towards organizational / shared goals.^[13] Gibson, Ivancevich and Donnelly argued that management is a process carried out by one or more individuals to coordinate the activities of others to achieve goals that cannot be achieved by the actions of an individual.^[14] Management can be said as a process to coordinate activities in achieving goals resulting from cooperation between individuals involved. Hersey and Blanchard states that management as a work process and through individuals and groups and other human resources to work and achieve organizational goals.^[15]

Terry stated that management functions consist of Planning, Organizing, Staffing, Motivating and Controlling.^[13] Planning; determine the goals to be achieved during a future period and what must be done in order to achieve those goals. Organizing; classifying and determining various important activities and giving power to carry out those activities.

Staffing; determine the needs of human resources, deployment, screening, training and workforce development. Motivating; directing or channeling human behavior towards goals. Controlling; measuring implementation with objectives, determining causes of irregularities and taking corrective action where necessary. Drucker stated more specifically, management is a work that is typical for modern organizations, and that makes modern organizations work, then management has its own skills, its own tools and has its own techniques.^[16] Specific skills are directed here to carry out an activity either together or through others in achieving organizational goals.

Based on the previous opinion, it can be said that Management is a series of activities designed to use resources effectively and efficiently to achieve an organizational goal by planning, organizing, implementing, evaluating and developing.

The Concept of Environmental Health Education in Higher Education

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state.^[17] Environmental education means the process of education of human relations with the natural and man-made environment and includes population relations, allocation of pollution resources, conservation, transportation, technology, energy, urban and rural planning.^[18]

During 1980 the implementation of environmental education in the formal curriculum was not an easy task because it did not fit into the traditional social reproduction curriculum. The approach appears to be interdisciplinary, which is quite difficult, but also relates to values and provides social groups and individuals with the opportunity to be actively involved in working towards solving environmental

problems, which science (and many others) teachers do not feel confident to deal with. According to UNESCO sustainable development is the ultimate goal of the relationship between humans and the environment, so the whole education process must be reshaped for sustainable development. The principles of environmental education as stipulated in the Tbilisi Declaration^[19] already includes the basic elements of sustainable development. In the framework of the international environmental education program, the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 1995) even proposed sustainable development as the ultimate goal of human relations with the environment.^[20] It is therefore advisable to "reorient" environmental education first, to "reshape" the entire educational process that fulfills this goal. The aim of sustainable development.

According to WCED (1987), refers to the conception of the environment as a resource. Environmental health education is part of the overall effort to live a healthy life (promotive, preventive, curative and rehabilitative) which focuses on efforts to improve healthy behavior.^[21] Environmental health education is an effort so that people behave or adopt health behaviors by persuasion, persuasion, appeals, invitations, giving information, giving awareness and so on. Health education is an effort so that the behavior of individuals, groups and communities has a positive influence on the maintenance and improvement of health. Thus, the concept of environmental health education is an effort to influence or invite others, both individuals, groups and communities to behave in healthy living. Whereas operationally environmental health education is all activities to provide / enhance community knowledge, attitudes and practices in maintaining and improving their health related to the environment.

Kattsaff argues that the goal of environmental health education comes from thinking that sees the environment as natural and material in nature.^[22] The strategy for

implementing environmental education was developed from those oriented towards personal development, towards those oriented to the environment and nature of work (social and technological reconstruction). Furthermore, education oriented to the realm of life and the realm of work, namely the social reconstruction curriculum and technology combined with the curriculum of academic subjects, can be used at the middle and end of education. This thinking learning is developed by emphasizing the activities of students to seek understanding of objects, analyze and reconstruct, so that new knowledge is formed within the students. Education in this case is not only meant to transfer or provide information, but rather is to create an environment that allows students to think about forming knowledge. Furthermore, education is one of the processes to make oneself more mature^[23] where behavioral change is an indicator.^[24]

Bertrand and Valois argued^[25] developing a typology of environmental education paradigms. The environmental education paradigms are: rational educational paradigm is related to the socio-cultural paradigm of industry, which is characterized by the importance associated with objects of production, productivity, growth, and competition. An appropriate educational approach is characterized by the transmission of knowledge that has been determined (especially of a scientific or technical nature) by a teacher in a position of relative authority, for a student who must reproduce it. Teaching strategies for official presentations, demonstrations and prescription assignments are preferred. For example, consider the Hi-Q Bowl strategy recently proposed in the EE journal^[26] students are encouraged to show their intellectual capacity by memorizing facts, numbers, names and dates related to environmental issues; they then participate in contests where they try to answer (as quickly as possible) the largest number of questions. The humanistic education paradigm is related to the existential socio-

cultural paradigm, which emphasizes optimal personal achievement in accordance with the potential and desires of each individual. Relationship with nature is one of respect and harmony. The humanistic approach in education focuses on students and the learning process, and subjectivity is taken into account. Optimally, the goal is to develop many aspects of people.

Many nature education activities and environmental value education activities are related to the humanistic vision of education.^[27] Lastly, inventive education paradigm is related to the symbio-synergic socio-cultural paradigm, focusing on the symbiotic relationship between humans, society and nature. The inventive paradigm implies recognition between subjectivity and the object of developing relevant and useful actions. This paradigm is used for new educational practices, such as making schools more open to the real world, cooperative learning, problem solving.

MATERIALS & METHODS

This study uses a qualitative approach pioneered by Weber. This Weberian perspective is also called a humanist-culturalism perspective. namely the importance of doing verstehen or understand through means of empathy.^[28] This tradition of perspective emphasizes efforts to interpret individuals individually, institutions as individuals, individual actions, styles of work by examining them as 'documents', 'manifestations', or 'expressions' of large morphological units that exist behind particular data.^[29]

RESULT AND DISCUSSION

A college certainly has certain goals and intentions. The purpose of a tertiary institution will determine the direction of policy of a tertiary institution. The policy of a tertiary institution will further be stated in the vision and mission of the tertiary institution, curriculum structure, criteria for achieving learning outcomes that are determined and will also be clearly seen in the planned activities of the tertiary

institution both in the short and long term. In the context of a university-based environmental policy, the vision and mission of the tertiary institution will also be seen to lead to environmental stewardship. The curriculum structure will, of course, be related to and contain environmental protection and management policies. The success of studies of students who study at tertiary institutions will also be related to environmental stewardship through environmental-based graduation standards. In addition, of course, short-term and long-term activity plans as well as higher education budgets provided for activities related to the environment, both management and protection of the environment will be clearly seen in the resulting process and output.

In an effort to realize or implement health-based management within the tertiary institution, a similarity was found in strengthening the vision and mission of tertiary institutions regarding environmental health. Based on the data obtained shows only a few from the State Islamic University in Indonesia, the tendency in the vision and mission includes more than 2 efforts to protect and manage the environment. As well as the vision and mission of higher education born of knowledge, understanding and appreciation of Surah Luqman verse 20 and Surah Ar-Rum verse 41. Not only limited to display, but campus residents and campus management also know and understand the vision and mission of higher education in an effort realize the implementation of environmental health-based management. This is evidenced from several sources such as higher education vision and mission documents as well as interviews conducted with related campus residents.

Environmental health-based management in tertiary institutions needs to be seen how policies in the curriculum structure that contain environmental protection and management. Based on the data obtained prove that most of a number of State Islamic Universities in Indonesia

whose curriculum structure already contains the preservation of environmental functions, prevent pollution and environmental damage in 3 components, as well as the tendency of the contents of the college curriculum structure to contain how to encompass and the disposal of liquid and solid waste which in terms of its integration is deemed necessary to be improved. Even found from most of the State Islamic University in Indonesia which in the curriculum structure has included efforts to integrate the management of the quality of the air environment, the quality of the residential environment and the quality of how to manage hazardous materials in their campus environment. In addition, in striving for environmental health-based management, it is necessary to have an assessment of subjects related to environmental education. Based on the data obtained shows that there are similarities in answers throughout the State Islamic University in Indonesia which states that there are no courses related to environmental health education in compulsory subjects. But it has the same tendency in the answers that contain courses related to environmental health education in additional courses only. Such as, the interrelated achievements of efforts to respect and respect, environmental management as natural resources and so forth. As well as this information can be known and accessed from the existing syllabus.

In an effort to implement environmental health-based management in higher education, it is necessary to look at the policies in the curriculum structure that contain environmental protection and management. Based on the data obtained shows 50% of the State Islamic University of Indonesia that can be seen in the Ar-Raniry State Islamic University of Aceh and Yogyakarta State University of Sunan Kalijaga, how the curriculum structure has been included in the management of food quality and has been well integrated. However, there is another 50% of all

Islamic State Universities in Indonesia that can be seen by Syarif Hidayatullah State Islamic University Jakarta and Maulana Malik Ibrahim State Islamic University Malang, which explains that the curriculum structure has included food quality management but has not been well integrated.

Then in pursuing environmental health-based management, there needs to be an assessment of courses related to environmental education. There is 50% in all Islamic State Universities in Indonesia which can be seen from Sunan Kalijaga State Islamic University in Yogyakarta and Maulana Malik Ibrahim State Islamic University in Malang, which states that in the curriculum structure there is a link with the preservation of environmental functions, preventing pollution and environmental damage live on all mandatory and non-mandatory courses. However, there are still another 50% of all Islamic State Universities in Indonesia which can be seen from the Ar-Raniry State Islamic University in Aceh and Syarif Hidayatullah State Islamic University in Jakarta which states that in the curriculum structure there is a link with the preservation of environmental functions, preventing pollution. and environmental damage only to certain subjects. Which information can be known and accessed from the existing syllabus. In addition, in the implementation of environmental health-based management, there needs to be an assessment of the budget spent for management activities in the campus environment.

Based on the data obtained shows that 50% of the State Islamic University of Indonesia that can be seen from the Ar-Raniry State Islamic University of Aceh and Yogyakarta State University of Sunan Kalijaga, mentions that there is a budget of more than 20% spent on providing healthy drinking water from the budget campus facilities and infrastructure. However, there is another 50% of all Islamic State Universities in Indonesia which can be seen by Syarif Hidayatullah State Islamic

University in Jakarta and Maulana Malik Ibrahim State Islamic University of Malang, which states that only 10-14% of the budget can be spent to provide healthy drinking water from the budget. campus facilities and infrastructure.

Furthermore, related to the above explanation of the budget spent on management activities in the campus environment, it is necessary to review the target budget plan allocated for prevention and qualification in the campus environment. Therefore, based on the data obtained shows that 50% of the State Islamic University in Indonesia can be seen from the State Islamic University of Sunan Kalijaga Yogyakarta and the State Islamic University of Maulana Malik Ibrahim Malang, which states that there is a budget of more than 20% spent on prevention accident and environmental quality management of water, air, food, settlement and hazardous materials from the campus infrastructure facilities budget. However, there is another 50% of all Islamic State Universities in Indonesia that can be seen in Ar-Raniry State Islamic University in Aceh and Syarif Hidayatullah State Islamic University in Jakarta, which says that only 10-14% of the budget can be spent on accident prevention and quality management. water, air, food, settlement and hazardous materials from the campus infrastructure budget.

Besides there are some similarities as described previously, there are also some apparent differences from the four UINs, along with an explanation of what has been found: in pursuing environmental health-based management, there needs to be an assessment of the budget spent on management activities in the campus environment. Based on the data obtained shows that 50% of the State Islamic University of Indonesia that can be seen from the Syarif Hidayatullah State Islamic University Jakarta and Maulana Malik Ibrahim State Islamic University Malang, said only 15-20% of the budget can be spent on liquid, solid waste disposal and gas from

the campus facilities and infrastructure budget. However, there are another 50% of all Islamic State Universities in Indonesia that have two different views regarding planned activities. Among them, the State Islamic University of Indonesia, which can be seen from Sunan Kalijaga State Islamic University in Yogyakarta, said that more than 20% of the budget could be spent on disposal of liquid, solid and gas waste from the campus facilities and infrastructure budget. While other figures can be seen from the Ar-Raniry State Islamic University of Aceh, mentioning that only 10-14% of the budget can be spent for the disposal of liquid, solid and gas waste from the campus facilities and infrastructure budget.

Continuing the explanation above, it is necessary to have an assessment of the budget spent for management activities in the campus environment. Based on the results of the data obtained shows 50% in all Islamic State Universities in Indonesia which can be seen from the State Islamic University of Sunan Kalijaga Yogyakarta and Maulana Malik Ibrahim State Islamic University of Malang, mentioning the existence of a budget of more than 20% spent on efforts to prevent learning noise and prevention of congenital diseases through water, air, food and vectors from the campus facilities and infrastructure budget. However, there are another 50% of all Islamic State Universities in Indonesia that have two different views regarding planned activities. Among them, the State Islamic University of Indonesia which can be seen from the Ar-Raniry State Islamic University of Aceh, said that only 15-20% of the budget can be spent on efforts to prevent learning noise and prevent congenital diseases through water, air, food and vectors from the budget of facilities and campus infrastructure. While other figures can be seen from Syarif Hidayatullah State Islamic University Jakarta, saying only 10-14% of the budget can be spent on efforts to prevent learning noise and prevent congenital diseases through water, air, food

and vectors from the campus facilities and infrastructure budget.

CONCLUSION

Based on the description of the findings stated earlier, it can be concluded that, first, Al-Qur'an and Hadith are the main sources in the implementation of environmental education that is owned by every State Islamic University in Indonesia. Although the letters and verses used there are differences between the four universities, but they jointly view that good treatment of the environment is part of the Islamic Sharia and the behavior of damaging the environment is an act that violates Islamic Sharia which is also an act of sin. Almost all Islamic State Universities in Indonesia have different perspectives on the management model of environmental health education. The difference stems from the difference in the way they interpret the verses of the Qur'an, which results in their differences in addressing the treatment of the environment. The implementation of environmental education is not stated literally in the points of vision and mission. The aspect of environmental education is the interpretation of the vision and mission of the tertiary institution towards the teachings of Islam. Although Al-Qur'an and Hadith as the main source of the implementation of environmental education in Islamic tertiary institutions, the tertiary institution does not necessarily include Al-Qur'an verses or hadith in their university's vision and mission point. The universality of Islamic teachings causes these Islamic tertiary institutions to include environmental education in the content of their vision and mission. This existence shows that environmental education is not the main focus of Islamic tertiary institutions.

Second, the four tertiary institutions agree that good treatment of the environment is part of the Islamic Sharia and the behavior of damaging the environment is an act that violates Islamic Sharia which is also an act of sin. Environmental education is the meaning of

the vision and mission of tertiary institutions derived from Islamic teachings. The meaning comes from Islam, so it is still not visible the existence of environmental education is part of the college itself.

Third, the implementation of the concept of environmental health education management carried out at Islamic tertiary institutions is carried out by integrating lecture material with aspects of environmental education. Where the pattern of integrating lecture material with environmental education is done in two ways. (a) Linking lecture material with issues and material contained in environmental education, but due to the limited knowledge of lecturers on environmental issues so that not all lecturers make the linkage of lecture material they are in charge of with environmental problems. The number of lecturers of Islamic tertiary institutions who have Islamic religious education background or general educational background outside that is not related to the environment tends to not care about environmental problems, causing no discussion of environmental issues in the lectures they are doing. (b) Linking lecture material with the teachings of Islam then through the material contained in the teachings of Islam is associated with issues and material contained in environmental education.

Fourth, the approach, strategy, method and learning techniques are still on the lecture method, question and answer, group discussion. The environmental learning paradigm carried out is an environmental paradigm as God's creation must be maintained and managed properly, unlike the paradigm provided by WCED where the environment can be seen as natural, as a resource, as a place to live, as a biosphere and as a project community.

Fifth, there are four (4) indicators of the concept of environmental health education in all Islamic Universities throughout Indonesia in the aspects of policy, namely: (a) Vision and Mission of tertiary institutions based on environment,

(b) Curriculum structure related to environmental protection and management policies, (c) Existence of courses related to environmental education; (d) Higher education activity and budget plans containing environmental protection and management efforts.

Acknowledgement: None

Conflict of Interest: None

Source of Funding: None

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How to cite this article: Amiruddin Siahaan, Tien Rafida, Indra Jaya. On the management of environmental health at Indonesia's Islamic university campus. *International Journal of Research and Review*. 2022; 9(4): 189-198. DOI: <https://doi.org/10.52403/ijrr.20220424>
