The Influence of Green Education on Sustainable Mindset in Business English Class

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Abstract

Sustainability and environmental issues are crucial to address because the present and future generations are dealing with long-term consequences. Thus, educational institutions need to reinforce environmental awareness and a sustainable mindset in young generations. The researchers applied green education in English for Business Presentations (EBP) classes in this study; students were entailed to think critically about specific issues in the environment and sustainability. The objective of this study was to instill and sustain students' sustainable mindset in Business English through environmental awareness. To answer the research question of whether green education successfully influences students' mindset and behavior toward environmental and sustainability awareness, the researchers employed a qualitative method to investigate students' perspectives on environmental awareness and sustainability before and after receiving green education. Three hundred undergraduate students participated in this study at BINUS University in Indonesia. The EBP instructors designed a lesson in which the goal was to present green business ideas. The class activities required the students to analyze challenges and yield innovative solutions for their environment. The findings indicate that green education influenced students' sustainability mindset. This study revealed that green education in business English classes integrated ethics, entrepreneurship, environmental studies, systems thinking, self-awareness, and the dimensional contexts of critical thinking as knowledge, values, and competency. In conclusion, all students obtained exposure to environmental issues by instilling green education in business English classes; they are also expected to establish green and sustainable businesses.

Keywords
English for Business Presentations, Environmental awareness, green business ideas, Green education, Sustainable mindset

1. Introduction
Sustainability has become one of the most discussed topics in various events. The UCLA Sustainability Committee (2022) defined the term as "the integration of environmental health, social equity and economic vitality in order to create thriving, healthy, diverse and resilient communities for this generation and generations to come. The practice of sustainability recognizes how these issues are interconnected and requires a systems approach as well as an

acknowledgement of complexity." In short, sustainability and sustainable development concern the present and future generations; various developments, productions, businesses, and even education need to consider the environment and social economy. NGOs and governments around the globe bring up issues of sustainability in many influential events. From a highly reputable event such as the United Nations Climate Change Conference (popularly known as COP) to smaller and local online seminars discussing how to reduce waste, upcycle, and limit fossil fuel usage; this kind of event is trending amongst many people (Leslie 2016). Although people have become increasingly aware of this topic, many are still not knowledgeable enough. The problem is particularly true in developing countries where economic growth, welfare, and politics are more important than sustainability; they still need to address more significant issues such as poverty and equity (Kemmler and Spreng 2007). While at the same time, some developed countries have taken the problem seriously. They discuss sustainability and green campaigns focusing on environmental topics such as climate change, green energy, or green policy. Previous research has shown that environmental literacy does not equal willingness to act (Fortuna et al. 2021). Many people understand the effect of climate change, but very few are willing to take real action against it.

Concerning the issue, poor environmental problems and low environmental awareness are not new in Indonesia (Caroline and Redjeki 2016, Valentina 2019, Parker and Sear 2020, Parker 2017). The country has encountered many environmental problems despite being rich in biodiversity. Lack of knowledge and public awareness is the main problem contributing to deteriorating environmental conditions. Indonesia still needs to distribute knowledge about the environment and it's understanding evenly. In the educational environment, students are rarely taught to share or use their knowledge to critically solve environmental problems (Parker and Sear, 2020). One cannot say that being environmentally aware means knowing what is happening to the environment or environmental damage people cause to their surroundings; the person needs to be environmentally 'conscious' and strives to adopt a lifestyle that supports activities for a better environment. The awareness must be reflected in one's daily behavior, for example, someone knowing the destructive effects of dumping garbage in the river but still does it anyway, this person is not environmentally aware; this person understands the causes of environmental damage but does not take the appropriate action regarding the problem.

The younger generation primarily becomes the main target of green activism due to their productive age; they will soon hold crucial positions in various sectors. The Ministry of Education and Environment Education for Sustainable Development of Indonesia launched a campaign in 2005; it carries good motives but was only implemented in limited appointed schools. Moreover, the materials were independently developed by the school based on projects and grants (Hamidah et al. 2017). Most young students have limited knowledge about sustainability because the school curriculum does not have an equal standard for all educational institutions. The conventional school (which is not selected as the so-called 'model school') does not teach sustainability as a part of their curriculum (Hamidah et al. 2017); thus, this role falls to universities. Sustainability is rarely taught as a separate course. However, many subjects are recently blended with a sustainability mindset. Various disciplines, such as communication, engineering, design, and language learning, address this issue using different perspectives. The activities are expected to instill environmental awareness and a sustainable mindset.

Universities have made attempts to introduce sustainability in creative ways. For example, some universities hold green campus campaigns, limiting paper use, requiring students and staff to bring their water containers to reduce plastics, and using digital materials instead of printed ones. In 2010, Universitas Indonesia (UI) introduced the UI GreenMetric World University Ranking for higher institutions all around the world to measure their sustainability practices; this scoring system can also be used as a guideline to reformat the university's rules and regulations in becoming a greener campus (Tiyarattanachai and Hollman 2016). However, previous research has shown that implementing the green campus concept does not guarantee increased awareness and willingness to take real action toward sustainability (Nathania et al. 2021).

Therefore, students need more than just regulations and restrictions on campus. Suryani (2019) stated that environmental education requires a combination of various learning approaches such as participative learning, green space building, modeling, and many more. The study proves that green education cannot be done only by introducing the green campus concept; instead of merely campaigning green campus, the university in this research embedded sustainability in their core courses. Although the course focuses on business topics, students are encouraged to consider the sustainability aspect when designing their start-ups. Another attempt to integrate environmental awareness with teaching and learning in higher education is a study conducted by Hauschild, Poltavttchenko, and Stroller (2012); raising student awareness by incorporating environmental awareness topics into a course can increase

their interest in contemporary issues that may directly affect their future; in foreign language classes, for example, they can discuss, conduct research, and find ways to contribute to healthier earth and the resolution of sustainable environmental problems, while supporting language learning and more meaningful communication.

In addition to practical implications, the present study also contributed to existing literature. The literature today concentrates primarily on discussing and defining the different fields of sustainable development, such as economic, social, and ecological (Pappas et al. 2013, Korhonen 2007). This study contributed to the education field, especially students' value priorities and attitudes toward sustainability; holistic analysis regarding the priorities of these characteristics has not been done before. The study confirmed the results of existing studies emphasizing the importance of specific characteristics like the study of green education in Business English class at the university level. Educational institutions are starting to encompass elements of environmental education with increasing numbers, emphasizing environmentalism as a core principle of education (Venkataraman 2008).

Based on the introduction, the researchers aim to analyze the effectiveness of green education instilled in a language course. The research question addressed is whether the green education used in this research influence students' mindset and behavior toward environmental and sustainability awareness. The result of the research can be beneficial for developing theories and serve as a best practice in environmental awareness concept integration in language courses, particularly in universities. By embedding green education in compulsory courses, all students will be exposed to current environmental issues. This will hopefully lead to a better decision in making green and sustainable businesses in the future.

1.1 Research Objectives
Based on the research question, the objective of this study is to understand the change in students' behavior after the implementation of green education in the course, in other words: the influence. This research result can be used as a course design reference and best practice related to environmental awareness integration in English business courses in university. Researchers design and implement embedded environmental awareness concepts in English business courses for students on various campuses within the same university. This may serve as a course model for other universities. If the implementation of this course is proven to be effective in changing students' awareness and behavior, this course model can be used for other courses.

2. Literature Review
Environmental awareness is how someone understands environmental characteristics, processes, problems, and environmental behavior in daily lives (Yeung 1998). This concept covers an individual's knowledge, awareness, also behavior regarding environmental problems. Researchers expect the integration of environmental awareness in the learning context could increase students' environmental knowledge, awareness, and behavior. Afandi (2013) and Suduc et al. (2014) mentioned that appreciation of life values and aspects of the environment would increase when nature is used as a learning source. Amini (2015) also stated that the environmental learning model could be adjusted to learners' needs. The main difference lies in the material given; lecturers should include environmental issues inside classes. Using actual cases and including the environment in the learning process are deemed effective in green education.

Furthermore, Prabawani et al. (2017) explained that the environment as a learning means could be very enriching as additional material in university courses. *Environmental learning* can be defined as a learning strategy that uses the environment as a learning target, source, and process. The environmental approach can be defined as a learning process in which orientation is for interaction between students and their environment (Barlia 2008). Students also have more profound environmental knowledge, a positive attitude toward the environment, and responsibility for environment preservation when they have received environmental education (Banez 2020). In addition, students are mainly required to be able to think critically, such as criticizing, analyzing, drawing conclusions, and making conclusions about a particular issue (Rezaee and Mubarak 2018). In this research, environmental learning is applied to students on the multisite campus. Researchers measure the difference in environmental level awareness before and after the course.

Environmental education is an excellent tool for empowering participants regarding climate change issues (Suryani 2019). In many universities, green education is already implemented for students. Although the main courses do not discuss the environment, case studies related to specific topics can be discussed. In addition, it is essential to discover the factors from green-based learning to comprehend environmental attitudes and behavior. School design significantly inhibits, encourages, and facilitates class behavior (Tucker and Izadpanahi 2017). Environmental

education performs by starting to change human thinking and awareness of nature. It benefits various aspects of human life and beyond the advantages for the environment. Furthermore, promoting moral, environmental attitudes, civil action, and individual and society civil ability are several benefits of environmental education (Chawla et al. 2007).

In terms of environmental awareness, research shows that Indonesian university students hold good environmental knowledge and willingness to participate in an environmental action (Ma'ruf et al. 2016). However, Educational strategies modeled to improve environmental literacy, such as highlighting the inaccuracy of many compensatory beliefs and improving environmental awareness, might reduce people's inclination to use compensatory beliefs. There are many examples of interventions referred to in improving the environmental literacy of individuals, especially in educational settings (Kaklamanou et al. 2013). Previous literature prompts that environmental education should be an interdisciplinary course of study with an integrative pedagogical approach (Rowe 2002).

The term "sustainability" obtains appeal in a diversity of programs. However, it is significant to figure out the fuller forms of environmental sustainability, community, equity, participation, innovation, design, systems, eco-efficiency, and economic concerns. Giving students a firm view of sustainability supports understanding an elaborate term and problem-solving tool (Ahmad 2019). Regarding sustainable mindset, Kagawa (2007) studied university students' perception of sustainable development and sustainability; he found that most respondents think of sustainability positively and as "a good thing". However, it is not related to being familiar with both concepts (sustainable development or sustainability). The study also shows that students correlate the concepts with the environment, compared to economic and social aspects. The subsequent finding displays that the students view a sustainable lifestyle related to consumer responsibility, including purchasing habits, recycling habits, and saving energy and water. Lastly, students showed mixed feelings toward the future of society facing challenges in sustainability.

In addition, Shepard (2008), in his research concerning education for sustainability, affirmed that most teaching and assessment in higher education focus on cogitative skills of knowledge and understanding rather than on affective outcomes of values, attitudes, and behaviors. Stubbs and Cocklin (2008) study described a referential framework used to help MBA students understand sustainability and reconcile the different perspectives; the finding shows that the framework successfully promoted critical thinking and discussions among students.

3. Methods

This study applied a qualitative research method to explore students' perspectives on the impact of green education on their mindset, behavior, and actions to persuade others to implement eco-friendly practices in their daily lives. Banister et al. (1994) said that qualitative research aims at capturing and providing a description of a phenomenon under investigation. The method was chosen because this study attempted to understand the phenomenon experienced by participants concerning perceptions, behavior, and actions (Moleong 2004).

The researchers employed before and after design to reveal whether exposing students to sustainability topics will enrich their knowledge about climate change and affect their further actions or not. Participants of this study were 300 undergraduate students taking an English for Business Presentations (EBP) Course in the odd semester of 2022 at Bina Nusantara (BINUS) University in Malang, Jakarta, and Bandung. Three English lecturers designed a half-semester lesson of the EBP course with green-idea topics. Participants were presented with audiovisual content regarding the negative effect of global warming. They were then asked to take diverse organizational roles, such as industries related to fashion, food, cosmetics, health services, entertainment, plastics, tourism, and utilities; the students conducted some research to see how each role can affect the earth's conditions and provide solutions to prevent those harmful effects. In the end of the project, the presented their findings and had a question/answer session. The study was conducted virtually (due to campus' policy regarding the Covid-19) for two months, from December 2021 to January 2022, at three BINUS campuses.

4. Data Collection

To obtain data in this study, the researchers employed pre-survey and post-survey and conducted interviews. Firstly, the researchers distributed the surveys through Google Forms to all participants before and after receiving green education. The forms were made based on the settings and class codes. According to Babbie in Creswell (2012), using a survey is to get data to create respondents' characteristics, behavior, and actions. That is in line with this survey's objective to see whether the participants changed their mindset and behavior toward green issues or not. The pre-survey was distributed from December 1 to 10th, 2021, while the post-survey was from January 3rd until 17th, 2022.

While delivering the tasks, the lecturers handed out various sources for students to read and analyze, including definitions of being environmentally aware. The first pre-survey questions regarding mindset were 'do you consider yourself to be environmentally friendly?' and 'do you have a sustainable mindset?'; the options (for answer) were 'strongly agree', 'agree', and 'disagree'. The second question was related to students' behavior: 'do you implement environmentally friendly practices daily?'; students were asked to give examples of the practices. The last question concerns students' effort to persuade others to implement environmentally friendly practices. At the end of the class activities, the lecturers distribute the same survey (same questions) as the post-survey.

After gaining data from the pre-and post-surveys, the researcher coded all collected data and generated a description of the setting and classified them into themes to interpret the data. Next, the researcher scheduled interviews with 30 selected participants based on the results of previous data classification. The interviews were conducted from 3rd to 17th of January (after the project was completed) to gather in-depth data focusing on the categorizations that were students' awareness, behavior, and efforts to persuade other people to apply environmentally friendly practices. Prior to the interview sessions, the researcher constructed an interview guide to keep the interview focused and approach the topics of discussion systematically and comprehensively (Bloom 2006). The interview sessions were done in groups via Zoom using semi-structured interviews. All interview data were coded into themes and then interpreted into meaningful results. All data, as mentioned earlier, analyses from surveys and interviews were based on Creswell's model of qualitative data analysis (2013), which can be seen in Figure 1.
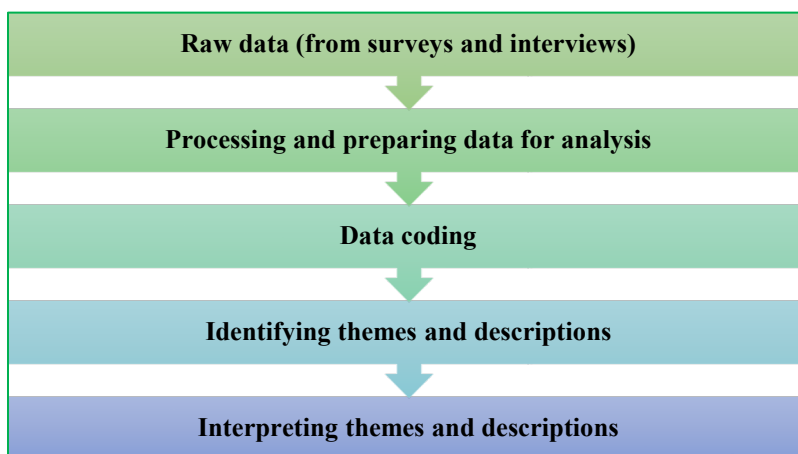
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Figure 1. Data Analysis Procedures

5. Results and Discussion

This study compares the difference in students' levels of environmental awareness before and after the lesson has been implemented in the classes to determine whether the designed activities influence students' environmental awareness and sustainable mindset. The tasks were designed to encourage students' analytic skills and critical thinking since they had to conduct research to find real environmental problems and generate innovative solutions. As mentioned in the research method, two data types are used in this study: survey responses and interviews. First, the researchers describe and interpret results obtained from the pre-survey (before the project) and post-survey (after the project). After going through the steps in data analysis, the researchers interpret the results obtained. Table 1 presents the different results of surveys among nine classes involved in this study. There were nine classes used as samples.

Table 1. The changes in environmental awareness and sustainable mindset before and after the project

No	INDICATOR	Before	After	Changes/not
1	*Awareness (not only 'knowing' but also 'being conscious' of environmentally friendly practices)*			
	1st class (47 students)	21,3% strongly agree 74,5% agree 4,2% disagree	71.4% strongly agree 28.6% agree 0% disagree	*(+) 50.1%* *(-) 45.9%* *(-) 4,2%*
	2nd class (19 students)	31,6% strongly agree 63,2% agree 5.2% disagree	77.9% strongly agree 22.1% agree 0% disagree	*(+) 46.3%* *(-) 41.1%* *(-) 5.2%*
	3rd class (56 students)	25% strongly agree 57,16% agree 17,9% disagree	61.4% strongly agree 33.1% agree 5.5% disagree	*(+) 36.4%* *(-) 24.06%* *(-) 12.4%*
	4th class (14 students)	58.3% strongly agree 27.4% agree 14.3% disagree	85.7% strongly agree 14.3% agree 0% disagree	*(+) 27.4%* *(-) 13.1 %* *(-) 14.3%*
	5th class (50 students)	10% strongly agree 36% agree 54% disagree	28% strongly agree 68% agree 4% disagree	*(+) 18%* *(+) 32%* *(-) 50%*
	6th class (59 students)	32.2% strongly agree 17% agree 50.8% disagree	67.8% strongly agree 32.3% agree 0% disagree	*(+) 35.6%* *(+) 15.2%* *(-) 50.8%*
	7th class (16 students)	81.25% strongly agree 18.75% agree 0% disagree	100% strongly agree 0 % agree 0% disagree	*(+) 18.75%* *(-) 18.75%* *No change*
	8th class (52 students)	21.2% strongly agree 63.5% agree 15.4% disagree	61% strongly agree 37% agree 2% disagree	*(+) 39.8%* *(-) 26.5%* *(-) 13.4%*
	9th class (37 students)	10.8% strongly agree 70.3% agree 16.2% disagree	26.6 strongly agree 68.4% agree 5% disagree	*(+) 15.8%* *(-) 1.9%* *(-) 11.2%*
2	*Behavior (implementing environmentally friendly practices)*			
	1st class (47 students)	64%	71%	*(+) 7%*
	2nd class (19 students)	45%	50%	*(+) 5%*
	3rd class (56 students)	47%	51%	*(+) 4%*
	4th class (14 students)	42.8%	71.4%	*(+) 28.6%*
	5th class (50 students)	30 %	48%	*(+) 18%*
	6th class (59 students)	33.9 %	47.5%	*(+) 13.6%*
	7th class (16 students)	62.5%	75%	*(+) 12.5%*
	8th class (52 students)	48.6%	56%	*(+) 7.4%*
	9th class (37 students)	52.2%	78%	*(+) 25.5%*
3	*Efforts to persuade others*			
	1st class (47 students)	21%	25.4%	*(+) 4.4%*
	2nd class (19 students)	11%	15.9%	*(+) 4.9%*
	3rd class (56 students)	7%	10.1%	*(+) 3.1%*
	4th class (14 students)	14.3%	28.6%	*(+) 14.3%*
	5th class (50 students)	8%	8%	*No change*
	6th class (59 students)	8.5%	11.9%	*(+) 3.4%*
	7th class (16 students)	31.25%	43.75%	*(+) 12.5%*
	8th class (52 students)	12.4%	18.82%	*(+) 6.42%*
	9th class (37 students)	16.2%	34.9%	*(+) 18.7%*

Remarks:

Change → 'before' minus 'after'

Result → (+) means the number of students is increased

             (-) means the number of students is decreased

The first change to view is in awareness/mindset. As presented in Table 1, the number of students changing their mindsets after doing the class activities is generally increased. The highest 'change' number is 50.1%, as most students shifted from 'agree' or 'disagree' to 'strongly agree.' Furthermore, it is shown that most of the 'agree' responses are decreased as they are levelled up to 'strongly agree,' while all 'disagree' answers are decreased considerably. These numbers reflect better confidence and certainty. The researchers interpret these numbers as successful influences: the activities have changed students' awareness and mindset for the better.

The second change to interpret is 'behavior.' Table 1 displays that not all students practice environmentally friendly behavior in their daily activities. The highest numbers of 'before' are 64% (30 from 47 students) and 62.5% (10 from 16 students). At the same time, the rests are around 50% and lower. All nine classes show increased numbers regarding the behavior change after the class project. The highest increase is 28%, and the lowest is 4%. It is a good sign that the presentation project has influenced their behavior, despite the minimal effort, like bringing reusable water tumblers instead of buying bottled water, using reusable bags for shopping instead of plastic ones, and not using a plastic straw for drinks.

The last point to address is the effort to persuade others. This question has the lowest number of expected answers in the pre-survey; the highest number is approximately 31% of 16 students (around five students). Even after finishing their research and presentation project, most students did not want to persuade others to do environmentally friendly practices soon; the table shows the low percentage of change/increase. Moreover, one class showed no change in 'before' and 'after' whatsoever. The researchers interpret this as the least successful result in influencing students' mindsets.

The next data used in this study is the interview responses. Among 30 randomly selected interviewees, 20 of them were already aware of the environment and the concept of sustainability. They were aware of climate change, global warming, the damaged earth, and concerns for future generations. The project has helped them deepen their understanding of what the industries have contributed to the environmental damage and lack of effort in campaigning sustainability. Many students gained new information regarding the destructive effects of the current 'inconsequential' policy regarding the environment. As future entrepreneurs and leaders, the green business research and project have changed and encouraged them to develop creative solutions for various environmental problems while making profits in business. The project has kept students updated on the latest issues. Regarding environmentally friendly behaviors, the interview responses show that students who have already implemented the practices continued their behavior, while those who have not now changed their behavior. Some interview responses display the kinds of environmentally friendly behavior students have practiced as follows:

1. "Planting trees and doing the 3Rs which are reducing waste, reusing and recycling products." *(Javier Tristan)*
2. "Disposing of garbage properly by sorting different types of waste (paper, metal, glass, food, others) into the right bin." *(Doddy Rizky Darmawan)*
3. "I use my reusable water bottles, shopping bags, and online transportation." *(Andira Lidya)*
4. "When I go shopping with my family, we prepare a shopping bag, so we do not need to use any shop's plastic bag. Also, sometimes we do not use plastic straws for drinking but bring our metal straws." *(Nabil Naufal Athallah)*
5. "I reuse the plastics from groceries, even the little transparent ones. I wash and dry them, then reuse them for other purposes. I once gathered food packaging, like chips, to make a purse from plastic." *(Anabelle Catherine Alexandra)*
6. "During my high school days, I always brought my water bottle with me, and now I sometimes use my tumblr to buy a drink (I put the drink on my tumblr instead of using a plastic cup)." *(Nathaniel Raphael Arsa)*
7. "I never litter; if I see trash on the street, I will clean it up the best I can. I sometimes help my mother with gardening. I also never buy clothes that are fast fashion." *(Maritza Adelia Atsir)*
8. "Using tote bags instead of plastic bags. Donating and selling used clothing so they will not be wastes.*" (Adelaide Evania Sofjial)*
9. "When I was in a dorm, I collected some plastic bottles. We sold them and gave the money to people in need. Now, I collect plastic bottles, do not buy many clothes, and eat all food on my plate. I also plant some plants in my garden." *(Marcellina Benita)*
10. "I am used to reusing reusable materials such as plastic bottles, plastic bags, and even some paper boxes." *(Hanna Maulida Thaliana)*

11. "I have changed my straw to a metal straw and my shopping bags to non-plastic shopping bags. I have told my family, especially my mother, that she could use my non-plastic shopping bags if she wants to go shopping in a market." *(Muhammad Al Bagir Assagaf)*
12. "After we renovated our house, it is brighter in the day. So, I do not use the lights much except at night or when it is needed." *(Nevina Darleen Chindy Yunanto)*

The last question was about students' efforts to persuade other people to practice environmentally friendly behavior. Students who responded that they had persuaded others were talking about their family or close friends; two said that they joined an organization campaigning green lifestyle when they were in high school (but they are no longer members after graduating). Most of the answers indicate that they still lack knowledge and feel 'unbefitting' to do the campaign on a larger scale through their social media; they think they have not been highly committed to the green lifestyle. Despite showing that this research has successfully improved students' knowledge and awareness of green concepts and sustainability, the last result has shown that teachers need to find creative ways to teach or instill the 'absolute' green mindset to students. The expected result would be: after students are aware of the environment, they show daily green practices, and finally, they make efforts to persuade other people to do the same.

6. Conclusion
This research aims at instilling environmental awareness and a sustainable mindset in Business English classes through green education and business presentation projects. The activities have encouraged students to analyze the challenges and generate innovative solutions for the environment. This study revealed that green education integrated ethics, entrepreneurship, environmental studies, systems thinking, self-awareness, and the dimensional contexts of critical thinking as knowledge, values, and competency. Moreover, all students responded to the latest environmental issues. The project focused on integrating environmental awareness (green business ideas) and educational technology. In the project, lecturers could direct students to establish green and sustainable businesses in the future.

The limitation of this research is the lack of previously published studies in the same field, which is the impact of green education in business English class. It was quite a challenging process to lay a foundation to determine the scope of the research based on very limited existing studies. Due to the condition, the researchers encourage other interested parties to conduct research on the same topic to enrich the scopes of works in different universities and student demographics. Also, this study only examined the sustainable mindset in Business English Class through green education, while other aspects of learning outcomes such as future implementation and other achievements could be further studied.

This research contributes to best practices and studies in developing green education and SDG (Sustainable Development Goals) in universities; the result of this study shows that even a language class can include green education in its practice, not only subjects/majors directly related to science or environmental studies. Moreover, the results provide both practical and theoretical implications: (1) the researchers affirmed that the project has successfully influenced students regarding environmental awareness and sustainable mindsets; thus, integrating green education in an English business class is highly applicable (2) the survey and interview results showed that educators and authorities need to do more efforts to promote green mindset to the future generations; the present practices can bring long consequences in the future, (3) the technology used as learning tool is formatted particularly for supporting material, (4) the university students involved in this research showed low motivation in efforts to persuade other people to live a green life style; this result provides an opportunity to design and develop lesson that can boost students' motivation, (5) and lastly, for further research, other challenges in sustainable mindset through green education can be studied in other educational contexts and settings.

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Biographies

Asih Zunaidah is currently a Faculty Member and an Associate Lecturer Specialist in Language Center at BINUS University, Indonesia. She specializes in English teaching and Linguistics. She began her career in higher education in 2010. She graduated with her undergraduate and master's degree from Brawijaya University, Indonesia. She is particularly interested in research related to language teaching, linguistics, social humanities, and communication. She has conducted several studies which have been included in national reputable journals (SINTA indexed) and international publication (SCOPUS proceedings). She presented her latest research in OT4ME, an international conference held by University of Alcala, Spain, in September 2021. Recently, she has been awarded two short online courses: (1) The Online Professional English Network sponsored by the U.S Department of State and the U.S government, and (2) Instructional Design and Technology by the University of Maryland Global Campus. The courses offer both professional development and networking for research.

Nina Amalia Nurichsania is currently an English lecturer at Bina Nusantara (BINUS). Her areas of academic and research interests include continuous professional learning of teachers and instructional materials development. She obtained her master's and Bachelor's degrees in English Language Teaching (ELT) at Universitas Negeri Malang. Besides English, she has been teaching the Indonesian language to foreign speakers (the so-called Bahasa Indonesia bagi Penutur Asing--BIPA) since 2012. She conducted two research projects focusing on pre-service teachers' pedagogical and professional competencies. She presented the papers at the 4th International Conference Language, Society, and Culture in Asian Contexts (LSCAC) in 2016 and the 15th International Conference ASIA TEFL & 64th TEFLIN in 2017.

Desi Indrawati is an English Lecturer at BINUS University, Indonesia. In 2012, she presented her research paper "Using Virtual Badges as a Reward System to Encourage Student Participation in English Classes: Understanding Student Motivation" at the Ubiquitous Learning Conference, University of Illinois, Urbana-Champaign, the United States of America, and in 2014, she also attended and presented her research "Request Strategies: Cross-Sectional Study of Indonesian Students and Australian Native Speakers" at the Applied Linguistics Association of Korea (ALAK) International Conference at Sangmyung University, Seoul, South Korea. Then, in 2020, she presented her research paper "Semiotic Analysis of Typography in Virtual Advertisements" at the 2nd International Conference on Art for Technology, Science and Humanities at Bandung Institute of Technology, Bandung, Indonesia. Her teaching and research interests are critical discourse analysis, translation, Interpretation, forensic linguistics, semantics, pragmatics, sociolinguistics, and psycholinguistics. Desi is a multi-cultural and globally minded community of engaged educators, scholars, and professionals. As an educator, she continuously improves her teaching techniques and strategies. In 2007, she was awarded one of the Indonesian delegations, which brought her to join the International Journey of Understanding Program in the UK sponsored by the Encompass Trust.

Lila Nathania started her career as a lecturer at Bina Nusantara University in November 2019. Her role is a Lecturer Specialist in the Communication Department, responsible for teaching, making course content, and monitoring other lecturers. Apart from that, her other duties are taking care of student affairs and the enrichment program. Some of her primary duties are lecturing, supervising student activities, researching, and doing administrative work for Communication Department. Lila has done various research in the environmental communication field and held community development projects in East Java communities.

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