



# Laudato Si' and Sustainability-based Curriculum Transformation in Higher Education

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## ABSTRACT

*Pope Francis' encyclical Laudato Si' offers an ethical and spiritual framework for responding to the global ecological crisis, which is deeply intertwined with social injustice. This study adopts a qualitative approach and employs thematic analysis, focusing on the theme of sustainability through a literature review method. It analyzes the content of Laudato Si' and its relevance to curriculum development and higher education courses, particularly in the implementation of the encyclical's values in higher education in Indonesia, in a general and interdisciplinary context. The findings indicate that the spirit of Laudato Si' can serve as a transdisciplinary foundation and a moral call for higher education to promote a just form of sustainability centered on the common good. By emphasizing the interconnectedness of humans, nature, and vulnerable communities, this study recommends the integration of ecological spirituality across disciplines as a strategic step toward shaping a generation that is morally responsible for the earth as our common home.*

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## Introduction

Amidst the ongoing global environmental crisis, public attention is increasingly directed toward efforts to address ecological issues. Climate change, pollution, environmental degradation, and socio-economic inequality have had serious impacts on the sustainability of human life (Gozum et al., 2022). In responding to these challenges, scientific approaches and public policy alone are insufficient; moral and spiritual perspectives are also essential. Religious viewpoints offer profound insights and strong motivation for action, grounded in long-standing traditions that reflect humanity's place in the universe and its responsibilities toward all of creation (Zagonari, 2020).

One important contribution came from a religious leader, Pope Francis published a book that is globally and universally applicable: *Laudato Si'*. Through the encyclical *Laudato Si'* published in 2015, Pope Francis called for ecological change and a profound transformation in the way we think, act,

and build systems, in order to rebuild a harmonious relationship with God, fellow human beings, and the earth.

Laudato Si' introduces the concept of integral ecology, highlighting the interconnectedness of between environmental degradation, social injustice, cultural decline, and spiritual crisis. According to Zagonari (2020), addressing the ecological crisis requires ethical considerations and social justice rooted in shared intergenerational and interspecies responsibility.. The convergence of the circular economy with Laudato Si' underscores sustainability not only in environmental terms but also through social and economic justice as essential dimensions of development (Lee, 2025).

Higher education institutions, as centers for developing future leaders and decision-makers, play a critical role in facilitating sustainable development (Giannetti et al., 2025). Beyond producing academically competent graduates, universities are tasked with fostering ecological awareness, ethical responsibility, and a commitment to sustainability (Lozano et al., 2013). Pope Francis advocates for a learning approach based on the principle of "see, judge, and act" (Boustani, 2025). Therefore, universities provide crucial spaces for integrating the values of Laudato Si' into policies and pedagogy, enabling a more holistic and transformative response to contemporary challenges.

Several universities have already begun to implement sustainability themes within their curricular (Tasdemir & Gazo, 2020). Courses such as Environmental Ethics, Circular Economy, Sustainability Accounting, Sustainable Business, Natural Resource Management, Social Ecology, Environmental Education, and Social Welfare serve as key platforms for embedding sustainability principles in higher education. Beyond technical and scientific knowledge, they cultivate moral awareness and reflective understanding of humanity's relationship with nature and others, in line with the Laudato Si'.

This study examines how higher education can drive ecological transformation through curriculum and course development. It explores the relationship between religion and environmental awareness, with particular attention to the key sustainability themes of Laudato Si', including ecological crises, global inequality, and critiques of prevailing economic and political systems. The analysis highlights how universities can translate these values into academic courses, positioning higher education as an agent of ecological change through value-based and sustainable education.

## Methods

The research method applied a qualitative literature review, analyzing the content of the Laudato Si' encyclical and its relevance to higher education, particularly in curriculum development that promotes ecological awareness and social justice. Using thematic analysis, it identifies key themes such as moral

responsibility toward the earth, intergenerational solidarity, ecological spirituality, sustainability, and critiques of exploitative economic models. To strengthen the analysis, the study also draws on scholarly literature discussing the application of Laudato Si' values in higher education.

## Results and Discussions

### A. Religiosity and Sustainability

The relationship between religion and the environment, once perceived as separate, is now increasingly recognized as interconnected (Palos Rey & Diez Bosch, 2024). Certain interpretations of religious texts, particularly within the Abrahamic traditions have been criticized for promoting an anthropocentric worldview that regards nature primarily as a resource for human use. This critique often refers to scriptural passages concerning human "dominion" over creation (e.g., Genesis 1:28). A seminal essay by White (1967), argued that the Judeo-Christian tradition desacralized nature and emphasized human dominance, thereby laying the foundation for the exploitative attitudes that underlie modern ecological crises.

Many theologians, religious scholars, and environmental advocates within these traditions emphasize alternative interpretations that highlight stewardship, care for creation, moral responsibility, and the intrinsic value of nature as God's creation (Hitzhusen, 2007). From this perspective, humans are not absolute rulers over nature, but rather caretakers and stewards who are morally accountable in a spiritual relationship with the environment (Gozum et al., 2022).

In recent years, the relationship between the Catholic Church and ecological concerns has grown stronger and become a central focus (Beling, 2023). This development has prompted deeper reflection on the role of religion in environmental protection and the care for the Earth as our common home. One of the most notable contributions comes from Pope Francis through his landmark encyclical *Laudato Si'*. In this document, Pope Francis explicitly highlights the interconnectedness of social and environmental justice, affirming that "everything is connected" (Francis, 2015).

The encyclical situates human life within a deep relationship with God, fellow human beings, and the Earth itself. Its message emphasizes that the environmental crisis cannot be separated from the social crisis; the two are intertwined and must be addressed together. Accordingly, the Pope calls for collective action not only among Catholics but among all humanity to take concrete and just steps in addressing climate change and environmental degradation (Palos Rey & Diez Bosch, 2024). In this view, cooperation, solidarity, and the pursuit of the common good are essential moral principles for responding to today's ecological challenges (McDonagh, 2016).

Laudato Si' presents a profound theological narrative rooted in the Catholic tradition, portraying nature as God's masterpiece and affirming humanity's moral responsibility to act as caretakers of creation (Francis, 2015). The encyclical holds significant potential to shape human understanding of our place in the cosmos, the direction of human development, and our spiritual and ethical relationships with the entire biosphere. Pope Francis urges humanity to move away from viewing nature solely as an object of utility and instead to recognize it as a creation with intrinsic value—worthy of respect and protection. Through this approach, the Catholic Church asserts that the environmental crisis is not merely a technical issue, but a moral and spiritual challenge that touches the very core of human life (Boustani, 2025).

## B. The Context of Laudato Si' and Sustainability

Laudato Si' is not a new form of theology; rather, it is deeply rooted in the continuity of the Church's previous teachings (Francis, 2015). Released in June 2015, the Laudato Si' encyclical emerged amidst an urgent global context marked by escalating environmental and social crises, while existing responses were still deemed insufficient. The Sustainable Development Goals (SDGs) provide a strategic framework to eradicate poverty, preserve the environment, strengthen peace, and build a more just and prosperous society (Sánchez-Camacho & Moreno, 2024).

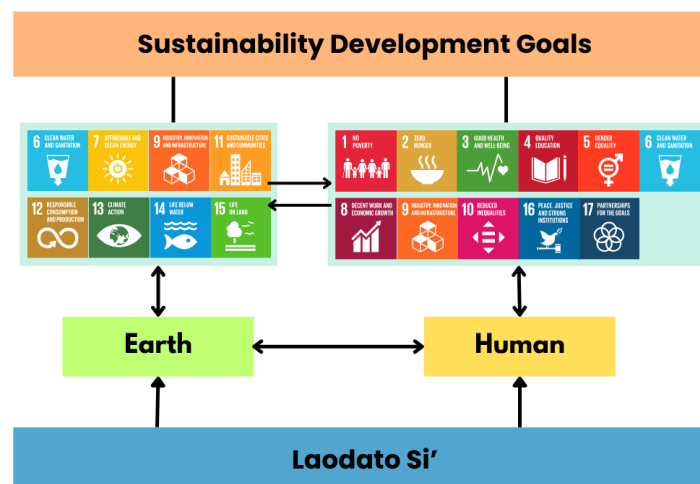


Figure 1. Sustainability Development Goals and Laodato Si'

Figure 1 illustrates the relationship between Laudato Si' and the Sustainable Development Goals (SDGs). The figure presents Earth and Humanity as foundational elements, reflecting the shared basis of life for both people and the planet. Laudato Si' underscores the Earth as our "common home" that must be safeguarded, while linking environmental crises with social issues such as poverty and injustice.

The Earth section highlights SDGs directly tied to environmental concerns, including clean water and sanitation (SDG 6), affordable and clean energy (SDG 7), climate action (SDG 13), life below water and on land (SDGs 14 and 15), and sustainable cities and communities (SDG 11), which are especially relevant in addressing global challenges such as climate change, flooding, drought, and ecosystem degradation.

Meanwhile, the Human section presents SDGs that pertain to human development, such as no poverty (SDG 1), zero hunger (SDG 2), good health and well-being (SDG 3), quality education (SDG 4), gender equality (SDG 5), and decent work and economic growth (SDG 8). These goals are directly connected to ongoing global challenges such as social inequality, conflict, and economic instability.

The concepts of Earth and Human are inseparable, implying that caring for the Earth is a human responsibility if humanity wishes to continue enjoying a quality life. At the same time, human conditions must also be nurtured in ways that do not harm the planet. Without the Earth, there is no humanity; with humanity, the Earth must be protected—despite the reality that environmental damage is largely caused by human actions. Such destruction stems from fragile, selfish, and indifferent human attitudes. The relationship between Earth and Human is profoundly interconnected and forms the essential foundation for attaining greater equity in quality of life. Therefore, improving human well-being must go hand in hand with improving the planet's well-being.

Consequently, the SDGs are also interrelated—clean water and infrastructure, for example, appear on both sides of the diagram because they affect both environmental and human interests. Other goals are similarly interconnected and cannot be viewed in isolation. This global perspective is further enriched by the religious contribution of the *Laudato Si'* encyclical, in which Pope Francis reflects on the anthropological, social, and spiritual dimensions of the human relationship with the environment (Sánchez-Camacho & Moreno, 2024).

The Link Between the Content of *Laudato Si'* and Global Conditions in the Context of Sustainability:

### 1. Escalation of the Ecological Crisis

In 2015, the Intergovernmental Panel on Climate Change (IPCC) reported a range of serious climate change impacts, including rising sea levels, extreme weather events, drought, biodiversity loss, deforestation, and freshwater scarcity, all of which threaten the Earth's life systems (IPCC, 2014). Climate change affects multiple aspects of life, including droughts, water

crises, wildfires, melting polar ice, sea level rise, floods, storms, and the decline of biodiversity (Kurt & Akdur, 2024).

As a moral response to this condition, Pope Francis issued the encyclical *Laudato Si'* in June 2015, ahead of the United Nations Climate Change Conference (COP21) in Paris. *Laudato Si'* emphasizes the importance of ecological conversion, collective responsibility, and global solidarity in caring for the Earth as our common home (Purnomo, 2022). The contents of *Laudato Si'* directly support the achievement of several Sustainable Development Goals (SDGs), particularly SDG 13 on Climate Action, SDG 6 on Clean Water and Sanitation, and SDG 15 on Life on Land. These goals highlight the critical need to protect the environment for the sustainability of human and all living beings, as well as the urgency of systemic change in how we manage nature and its resources.

## 2. Global Inequality and the Cry of the Poor

*Laudato Si'* explicitly highlights the close link between ecological crises and socioeconomic inequalities. Environmental degradation, such as crop failures due to droughts, floods and other natural disasters, disproportionately affects poor and marginalized populations, even though they are not the primary cause of the crisis (Kureethadam, 2014). This inequality shows that ecological degradation is not only an environmental issue, but also a social justice issue. *Laudato Si'* therefore, emphasizes that responses to the climate crisis must involve an ethical dimension rooted in global solidarity and alignment with the vulnerable.

This context is in line with SDG 1 on the Eradication of Poverty and SDG 10 on the Reduction of Inequality. SDG 1 calls for the protection of the poor from economic and ecological impacts, and access to basic resources such as food, water and shelter (Leal Filho et al., 2021). Meanwhile, SDG 10 emphasizes the importance of reducing inequality within and between countries, including inequality in the ability to adapt to climate change (Kuhn, 2020). Thus, *Laudato Si'* encourages efforts to achieve sustainable development that is not only environmentally friendly, but also socially just, by making the voice and fate of the poor the center of attention in every ecological policy and.

## 3. Critique of Dominant Economic and Political Systems

The years before 2015 were marked by growing dissatisfaction with a global economic paradigm that emphasized perpetual growth, financialization, and consumption, often to the

detriment of social and environmental well-being. In *Laudato Si'* offers a sharp critique of the prevailing "technocratic paradigm," which dominates global development approaches. This paradigm relies heavily on technical and economic solutions while neglecting moral values and long-term sustainability (Francis, 2015).

This critique is particularly relevant to current sustainability issues that are characterized by increasing attention to Environmental, Social, and Governance (ESG) risks. These risks, such as environmental degradation, climate change, labor rights violations, and poor governance, have become a major challenge to the sustainability of the global economic system (OECD, 2021). *Laudato Si'* aligns with ESG principles and several SDGs particularly SDG 8 (Decent Work and Economic Growth), SDG 10 (Reduced Inequalities), SDG 12 (Responsible Consumption and Production), and SDG 16 (Peace, Justice, and Strong Institutions). These goals underscore inclusive growth, equitable governance, and sustainable production, reflecting the structural transformation advocated by the encyclical.

Rooted in Catholic tradition, informed by science, and shaped by global discourse, *Laudato Si'* expresses a deep pastoral concern for humanity and the environment while contributing to the critical dialogue on the future of our common home. The phenomenon of greenwashing and resistance to systemic change remain real obstacles that must be addressed, as frequently discussed in environmental sociology literature (Glavas et al., 2023). Nevertheless, *Laudato Si'* remains a powerful moral intervention, undeniably shifting the conversation on Earth sustainability, bringing ethical depth, a focus on justice, and a call for spiritual transformation to the forefront of global efforts to care for our common home (Landrigan et al., 2024).

### C. The Context of *Laudato Si'* and Sustainability

Sustainability in higher education is gaining increasing attention due to growing environmental challenges and financial constraints faced by institutions worldwide. Higher education serve as key drivers of knowledge-based economies at both national and international levels, and they are primary sources of knowledge, technology, and innovation (Khachatryan & Hakobjanyan, 2023). Higher education plays a highly significant role in shaping sustainability practices for future generations, and university campuses offer opportunities to implement more environmentally friendly practices (O'Neill & Sinden, 2021).

Many higher education institutions have committed to sustainability strategies, with some establishing dedicated sustainability centers, while other organizations aim to strengthen

sustainability across the sector, such as the Green Gown Awards, Students Organising for Sustainability, and Sustainability Exchange (O'Neill & Sinden, 2021). Education is an essential element in *Laudato Si'*, which emphasizes the need for ecological transformation rooted in knowledge and awareness (Boustani, 2025).

## 1. Earth: Our Common Home

The first chapter of *Laudato Si'*, titled *What Is Happening to Our Common Home*, provides a comprehensive overview of the global ecological crisis caused by human activities. Pope Francis addresses a range of issues, including pollution, climate change, water scarcity, biodiversity loss, and their impacts on quality of life and global inequality. The encyclical emphasizes that environmental degradation cannot be separated from social and ethical issues, as the poor are disproportionately affected by ecological damage.

Table 1. Contents of Chapter 1 of *Laudato Si'* and Relevant Courses

| The content of <i>Laudato Si'</i>                                                                                         | Related Courses                     | Major                                                                     |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------|
| Pollution and Climate Change<br>Water Issues<br>Biodiversity Loss<br>Declining Human Quality of Life<br>Global Inequality | Environmental Ecology               | Biology, Environmental Science, Forestry                                  |
|                                                                                                                           | Water Resources Management          | Environmental Engineering, Civil Engineering, Environmental Science       |
|                                                                                                                           | Sustainable Development             | Urban and Regional Planning (PWK), Development Economics                  |
|                                                                                                                           | Environmental Economics             | Economics, Development Economics                                          |
|                                                                                                                           | Environmental Ethics                | Philosophy, Environmental Science, Development Studies                    |
|                                                                                                                           | Climate Change Science              | Environmental Science, Geography, Meteorology                             |
|                                                                                                                           | Environmental Sociology             | Sociology, Social Science                                                 |
|                                                                                                                           | Environmentally Friendly Technology | Industrial Engineering, Mechanical Engineering, Environmental Engineering |
|                                                                                                                           | Public and Environmental Policy     | Public Administration, Government Science, Environmental Law              |

The discussion in the first chapter of *Laudato Si'* is highly relevant to higher education, as it can be integrated into various courses across several disciplines, such as Environmental Ecology, Water Resource Management, Environmental Economics, Sustainable Development, Environmental Ethics, and Environmental Sociology. Through these courses, students are encouraged to understand the impact of human activities on ecosystems, the water crisis, social inequalities resulting from environmental degradation, and the moral imperatives of sustainability.

## 2. Humanity: The Ecological Crisis

Chapter 3 of *Laudato Si'*, titled “The Human Roots of the Ecological Crisis”, emphasizes that the environmental crisis we face today is not merely a technical or scientific issue but is deeply rooted in a flawed modern worldview. Within this paradigm, nature is regarded merely as an object to be exploited without limit, while moral, spiritual, and social values are often neglected. The chapter also highlights the adverse effects of a uniform model of globalization that alienates people from local wisdom and healthy relationships with nature. It further critiques exploitative labor practices and the unchecked advancement of biotechnologies, such as genetic engineering.

Table 2. Contents of Chapter 3 of *Laudato Si'* and Relevant Courses

| The content of <i>Laudato Si'</i>                                                                                                                                                                                        | Related Courses                                   | Major                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------|
| The Dominant Technocratic Paradigm<br>Globalization of the Technocratic Paradigm<br>The Crisis and Impact of Modern Anthropocentrism<br>Practical Relativism<br>The Need to Protect Labor<br>New Biological Technologies | Philosophy of Science and Technology              | Philosophy, Communication Science                                    |
|                                                                                                                                                                                                                          | Technological Ethics                              | Informatics Engineering, Electrical Engineering, Information Systems |
|                                                                                                                                                                                                                          | Environmental Studies or Environmental Philosophy | Environmental Science, Philosophy                                    |
|                                                                                                                                                                                                                          | Globalization and Social Justice                  | Sociology, International Relations                                   |
|                                                                                                                                                                                                                          | Professional Ethics and Social Responsibility     | Economics, Engineering, (all majors)                                 |
|                                                                                                                                                                                                                          | Biotechnology and Bioethics                       | Biology, Biotechnology                                               |

Although *Laudato Si'* is a religious document, its values regarding ecological responsibility and social ethics are implicitly reflected in various higher education courses. For example, Philosophy of Science and Technology encourages students to critically examine technological dominance, while Technology Ethics explores moral boundaries in the use of modern technologies such as AI and biotechnology. Courses like Bioethics and Biological Technology invite students to reflect on the ethical implications of scientific innovations. Through such interdisciplinary subjects, higher education plays a vital role in cultivating critical awareness of ecological and social crises, as articulated in Chapter 3 of *Laudato Si'*.

## 3. Integral Ecology

Integral Ecology proposes that environmental crises must be viewed holistically, encompassing ecological, social, economic, cultural, and spiritual dimensions. Pope Francis emphasizes the interconnectedness of all aspects of life, arguing that environmental degradation is also rooted in social injustice and the erosion of local cultural values. Thus, the approach to ecological

problems must be integral, not only technical or scientific, but also considering human values, social justice, and cultural preservation.

Table 3. Contents of Chapter 4 of Laudato Si' and Relevant Courses

| The content of Laudato Si'                                                                                                                                | Related Courses                             | Major                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------------|
| Environmental, Economic, and Social Ecology<br>Cultural Ecology<br>The Ecology of Everyday Life<br>The Common Good Principle<br>Intergenerational Justice | Philosophy of Science                       | Philosophy, Communication Science                                     |
|                                                                                                                                                           | Social and Economic Ecology                 | Sociology, Development Economics, Environmental Science               |
|                                                                                                                                                           | Cultural Ecology                            | Anthropology, Environmental Science, Communication Science            |
|                                                                                                                                                           | Urban Planning and Sustainable Communities  | Urban and Regional Planning (PWK), Architecture, Civil Engineering    |
|                                                                                                                                                           | Social Ethics and Global Justice            | Social Science, International Relations, Political Science            |
|                                                                                                                                                           | Sustainable Development Economics           | Development Economics, Development Studies, Environmental Science     |
|                                                                                                                                                           | Environmentally Based Public Policy         | Public Administration, Law, Government Science, Environmental Science |
|                                                                                                                                                           | ESD - Education for Sustainable Development | Education, Environmental Science, Development Studies                 |

Higher education institutions can support the implementation of Laudato Si' by integrating the values of integral ecology into interdisciplinary curricula. Through courses such as philosophy of science, social ecology, sustainable economics, urban planning, social ethics, public policy, and education for sustainable development (ESD), students are encouraged to understand the complex interrelations among the environment, human societies, culture, and justice. In this way, higher education plays a crucial role in fostering critical awareness and ecological responsibility to help shape a sustainable future.

#### 4. Collaboration

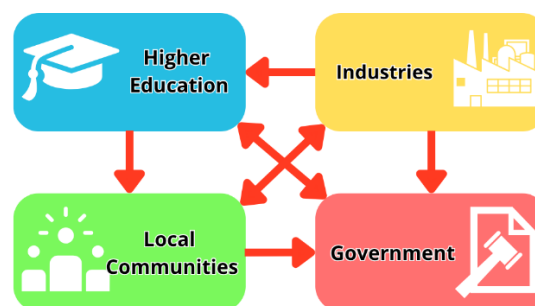


Figure 2. Collaboration

Chapter 5 of Laudato Si' highlights that addressing the ecological crisis requires collective action and structural reform. Pope Francis stresses that real change depends not only on individual efforts but also on fair policies, community engagement, and cross-sector collaboration. In this

context, higher education institutions play a strategic role as agents of social change, fostering partnerships among government, industry, and communities to develop evidence-based and just ecological solutions.

Collaboration between higher education institutions and the industrial sector is considered vital for driving innovation, as it enables more efficient management and transfer of knowledge (Pertuz et al., 2021). From an academic perspective, such synergy creates a platform for the exchange of scientific and technological knowledge, as well as the commercial development of academic research. These collaborations can be realized through both formal and informal channels, such as university spin-offs, joint research projects, patenting and licensing activities, consulting services, or knowledge-sharing networks (Tseng et al., 2020). Furthermore, within the framework of Education for Sustainable Development (ESD), UNESCO (2020) highlights the need to cultivate collaborative skills, systems thinking, and a commitment to ecological justice in higher education. This reflects Pope Francis's call for a "human ecology" that integrates technical, social, and spiritual dimensions. By fostering interdisciplinary research, policy dialogue, and community-based learning, higher education can shape a generation that understands the ecological crisis and works toward fair, sustainable change.

## 5. Education and Ecological Spirituality

Chapter 6 of *Laudato Si'* focuses on the importance of education and spirituality in shaping ecological awareness. Pope Francis emphasizes the need to cultivate a deep ecological consciousness through education and spirituality that foster respect for nature, simplicity of life, and solidarity with others and future generations. In this regard, education is not merely about technical knowledge, but also about the formation of character and moral values that support a sustainable lifestyle. Studies indicate that higher education institutions, as dynamic agents of change in the pursuit of sustainable development, have undertaken various adaptations to integrate sustainability into their activities (Grano et al., 2023).

The incorporation of sustainability practices within educational institutions involves a complex interaction between economic resources and environmental (Benlaria & Almawishir, 2025). By integrating Environmental Education into the curriculum, higher education can encourage students not only to understand environmental issues from a scientific perspective, but also to internalize ecological ethical values such as intergenerational justice, empathy toward all living beings, and a sense of responsibility as members of the global community (UNESCO, 2020).

Table 4. Contents of Chapter 6 of Laudato Si' and Relevant Courses

| The content of Laudato Si'                                                                                                                                                         | Related Courses                                      | Major                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------|
| Toward a New Lifestyle<br>Commitment to Education and Training<br>Ecological Conversion<br>Joy and Peace<br>Civil and Political Love<br>The Trinity and Relationships Among Beings | Environmental Education                              | Education, Environmental Science                               |
|                                                                                                                                                                                    | Psychology and Value-Based Behavior Change           | Psychology, Education, Communication Science                   |
|                                                                                                                                                                                    | Environmental Ethics and Ecological Spirituality     | Philosophy, Religious Studies, Environmental Science           |
|                                                                                                                                                                                    | Ecological Theology                                  | Theology                                                       |
|                                                                                                                                                                                    | Environmental Communication and Social Advocacy      | Communication Science, Public Relations, Environmental Science |
|                                                                                                                                                                                    | Socio-Religious Studies and Community Transformation | Sociology of Religion, Anthropology, Social Science            |

The table presents several relevant courses that support the implementation of Laudato Si'. In addition to these academic courses. Lifestyle changes among students such as reducing excessive consumption, waste management, and the use of renewable energy on campus are also integral to the process of forming the integral ecology envisioned by the Pope. Thus, Chapter 6 of Laudato Si' underscores that higher education institutions are not merely responsible for knowledge transmission, but also for shaping individuals who are knowledgeable, morally grounded, and committed to the sustainability of our common home. In more direct explanation, this study underline that delivering education is far beyond than only delivering technical knowledge, but collaboration in shaping characters and morals are they key essential.

## Conclusion

Laudato Si' is a powerful and comprehensive moral appeal to the interconnected ecological crisis and social injustice. Although rooted in the teachings of the Catholic Church, the messages in the encyclical are universal and highly relevant in a global context, especially in support of the Sustainable Development Goals (SDGs) agenda. Pope Francis reminds us that the environmental crisis is not merely a technical or ecological problem, but also a moral and social issue that demands global solidarity, alignment with the poor, and just structural reforms. Laudato Si' can be a strategic transdisciplinary foundation in higher education, as well as a moral call for the academic world to take an active role in realizing sustainability that is socially just and oriented towards the common good, in line with the values of the Sustainable Development Goals (SDGs).

In higher education, the integration of Laudato Si' principles into curricula is already taking shape through courses that emphasize the interconnection between ethics, social justice, and environmental stewardship. In this regard, universities play a strategic role as agents of change by developing

curricula, conducting research, and undertaking concrete actions that embed sustainability values across disciplines. The incorporation of Laudato Si' concepts into academic and campus-wide activities strengthens ecological awareness, social ethics, and collective responsibility toward our common home. Therefore, synergy among spiritual vision, science, and education is key to driving a transformation toward a more just, inclusive, and sustainable future.

The result of this study demonstrates that Laudato Si' can be a foundation to any subjects across discipline and therefore, higher education has to determine clear criteria and monitoring in applying every curricula. Not only following the trend of business and society, but transforming curricula into tangible implementation from knowledge to real action is urgently needed. Laudato Si' shows a clear across various disciplines, not just courses explicitly related to the environment, but also social, and moral. This integrated knowledge can be delivered through the development of mandatory learning modules or units that focus on the relationship between the ecological crisis, social injustice, and the spiritual dimension, as Laudato Si' clearly emphasizes.

## Limitations and Future Studies

This research has limitations, namely the approach used is qualitative-descriptive through literature studies, so that the discussion is limited to the specified analysis, namely sustainability and its relevance to course development in higher education. This analysis resulted in a mapping of the contents of Laudato Si' into the SDGs and relevant courses in multidisciplinary.

The results of the analysis suggest that higher education needs to deeply understand the context of each course in supporting the sustainability of the earth and humans. Every individual in education needs to understand the importance of education as a basis for maintaining the quality of the earth and humans, not only the knowledge. For this reason, it is expected that universities revise their courses, and provide education on the importance of each theory being implemented to solve community problems.

Higher education should be a place to transform knowledge into tangible actions, by bringing the life values and character to each faculty member. It is required the curricula revisions over the time, active and dedicated lecturer and all faculty members, and the fundamental of ecology which is advocated in the Laudato Si' are important. Thus, it is very important for lecturers to improve themselves by undertaking training for interdisciplinary faculty to understand and effectively teach the concepts advocated by Laudato Si'. It is essential to ensure that lecturers can facilitate rich discussions about the ethical and social implications of their subjects related to sustainability. Project-based and experiential learning, encouraging more community-based projects which allows students to directly engage in

sustainability efforts, should be applied based on the principle of "see, value, then act" as advocated by Pope Francis.

Higher education needs to educate all faculty members, including campus communities to promote simple and more responsible lifestyles, in line with Laudato Si's call for a 'new' lifestyle. The role of higher education should be as 'agent of change' which encourage moral, social, and environmental transformation, not only producing graduates who are academically competent, but also ecologically concern and ethically responsible individuals.

Future research is suggested to conduct field studies or direct evaluation of the curriculum in higher education in order to see the extent to which the values of Laudato Si' are truly integrated. It is also important to note that the of universities' roles in supporting sustainability is bringing real impacts to the earth and humans. Thus, future studies need to take this opportunity to conduct similar research area in a more comprehensive way, such as completed by deep interview of challenges and solutions. Studies in promoting ethical behaviour is urgently required, including to combat greenwashing and competence-washing which are now getting more and more fretting.

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