Indonesian Journal of Society Development (IJSD)
Vol.5, No.2, 2026: 209-214

Campus Greening Movement through the Utilization of Idle Land for Mini Agroforestry

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A R T I C L E I N F O

Kata Kunci: Greening, Mini Agroforestry, Campus, Idle Land, Student Participation

Received : 5 February 2026
Revised : 24 March 2026
Accepted: 24 April 2026

A B S T R A K

The program "Campus Greening Movement through the Utilization of Fallow Land for Mini Agroforestry" was carried out at STIP Yapi Bone with the aim of improving the campus environment quality while providing practical education to students. The activity was conducted on ±400 m² of fallow land with the planting of 50 productive trees (mango, guava, bay leaf, and soursop). The implementation method included land preparation, tree planting, technical assistance by lecturers, and monitoring of plant growth by students. The results showed an average plant survival rate of 93%, the active involvement of 40 students with 90% attendance, and the creation of a greener campus environment. This program provides ecological, educational, and socio-economic impacts, and has the potential to become a community service model that can be replicated in other campuses

INTRODUCTION

The campus environment is a learning space that not only functions as a place for knowledge transfer but also as a forum for developing environmentally-conscious character. However, many campuses still have idle land or unproductive areas that are not utilized optimally. This condition can create an impression of being less green and also reduce the campus's potential as a living laboratory for students.

STIP Yapi Bone has several idle land areas that have not been utilized. This phenomenon became the basis for implementing the program "Campus Greening Movement through the Utilization of Idle Land for Mini Agroforestry." Mini agroforestry was chosen because it can integrate ecological and economic functions, by planting productive trees while maintaining environmental balance. This program is not only oriented towards greening, but also provides added value in the form of practical education for students about the concept of agroforestry.

The contribution of this service lies in three main aspects:

1. Ecological – increasing the campus green cover, improving air quality, and creating a more comfortable learning environment.
2. Educational – providing students with hands-on experience in simple agroforestry practices, thereby fostering ecological awareness and field skills.
3. Socio-economic – opening opportunities for the utilization of productive crop yields in the future as an additional resource for the campus.

With this approach, the campus greening program is expected to become a model of community service that can be replicated in other educational institutions, while also strengthening the role of the campus as an agent of change in maintaining environmental sustainability

Figure 1. Condition of Idle Land in the STIP Yapi Bone Campus Area Before The Implementation of the Mini Agroforestry Program

IMPLEMENTATION AND METHOD

The "Campus Greening Movement Program through the Utilization of Idle Land for Mini Agroforestry" was carried out at the STIP Yapi Bone Campus for three months, from February to April 2025. This activity involved students, lecturers, and campus staff as the main implementers.

Location and Time

- Location: a fallow land of approximately 400 m² on the east side of the STIP Yapi Bone campus.
- Time: February–April 2025, with a weekly activity schedule.
- Participants
- Students: 40 people from various study programs, divided into 2 working groups (land preparation & planting, and maintenance & monitoring).
- Lecturers: 5 people providing technical assistance and agroforestry material.
- Campus staff: 3 people supporting logistics and equipment

Implementation Method

1. Land Preparation

- Weeding and clearing trash.
- Cultivating the soil with a hoe and shovel.
- Making planting holes according to the type of plant.

2. Planting of Productive Trees

- Types of plants: mango (20), guava (15), bay leaf tree (10), soursop (5).
- Planting was carried out cooperatively with a group system.

Figure 2. Students Preparing the Land and Planting Productive Trees Together in A Communal Effort.

3. Technical Assistance

- Lecturers provide material on the concept of agroforestry, ecological benefits, and plant care techniques.
- Students are trained to perform watering, fertilizing, and recording growth.

4. Monitoring and Evaluation

- Each group is responsible for conducting weekly monitoring.
- Plant growth data is recorded in a simple table (plant height, number of leaves, survival rate).
- Evaluation is conducted at the end of the month to assess the success of the activities.

Figure 3. Plant Growth Monitoring Activities by Students in A Mini Agroforestry Plot.

Activity Materials

- Mini agroforestry education.
- Field practice of planting productive trees.
- Discussion about sustainability and long-term care

RESULTS AND DISCUSSION

The campus greening program through the utilization of idle land for mini agroforestry at STIP Yapi Bone was carried out for three months (February–April 2023). This activity successfully transformed idle land of approximately ±400 m² into a productive green area with the planting of 50 trees. The results of the activity showed an improvement in campus environmental quality, active student involvement, and the formation of a simple agroforestry model that can serve as an example.

1. Results of Productive Tree Planting

Type of Plant	Number of Trees	Standard of Living (%)	Description
Manggo	20	95	Good growth, dense leaves, new shoots starting to appear
Guava	15	92	Starting to bloom, some trees already have small fruits
Bay leaf tree	10	94	Fertile leaves, often used by the campus community
Soursop	5	90	Stable growth, leaves beginning to thicken

Total trees planted: 50 trees with an average survival rate of 93%. Note: mango and guava trees show the fastest growth, while soursop requires more intensive care.

2. Student and Lecturer Participation

Working Group	Number of Students	Main Task
Preparation & Planting	20	Clearing the land, making planting holes, planting trees
Care & Monitoring	20	Watering, fertilizing, growth recording

- Students: 40 people, average attendance rate 90%.
- Lecturers: 5 people providing technical assistance and agroforestry materials.
- Campus staff: 3 people supporting logistics and equipment.

Student involvement is not only in physical activities, but also in recording plant growth data. This fosters basic research skills and ecological awareness.

Figure 4. Students Actively Participate in the Campus Greening Program Through Mini Agroforestry Practice in the STIP Yapi Bone Greenhouse.

Discussion

This program proves that even with limited land, mini agroforestry can still provide positive impacts. The high survival rate of the plants indicates that the selection of tree species is suitable for the local soil and climate conditions. The active participation of students shows an increase in ecological awareness and a sense of ownership towards the campus environment. The main challenge is maintaining sustainable care, especially during the dry season. The student duty roster system becomes an effective solution to ensure the plants are well-maintained.

In addition, this activity opens up opportunities for further research, such as plant growth studies, soil quality analysis, and potential utilization of agroforestry products. Thus, this program not only functions as a greening activity but also as a living laboratory that supports academic activities.

CONCLUSION AND RECOMMENDATIONS

The program "Campus Greening Movement through the Utilization of Idle Land for Mini Agroforestry" at STIP Yapi Bone successfully transformed an idle land area of ±400 m² into a productive green space by planting 50 trees (mango, guava, bay leaf, and soursop). The plant survival rate reached an average of 93%, indicating that the selection of tree species was suitable for the local soil and climate conditions. This activity also increased students' ecological awareness, strengthened practical skills in agroforestry, and created a more scenic and comfortable campus environment.

Main conclusions:

1. Idle campus land can be optimally utilized for mini agroforestry.

2. Active participation of students and lecturers is a key factor for program success.
3. Ecological, educational, and socio-economic impacts are starting to be seen even with limited land.

Recommendations:

1. There needs to be a continuous maintenance system, especially during the dry season, with a student duty schedule.
2. The campus can expand the program to other vacant lands to increase green coverage.
3. The results of the activities can be used as a model for community service and further research, such as plant growth studies or soil quality analysis.
4. The productive trees that are planted should continue to be monitored so that the fruit and leaves can be optimally utilized by the academic community.

ACKNOWLEDGE

The author expresses gratitude to the STIP Yapi Bone Campus for providing full support to the implementation of the "Campus Greening Movement through the Utilization of Idle Land for Mini Agroforestry" program. Appreciation is also extended to the students who actively participated in every stage of the activities, as well as to the lecturers and campus staff who provided technical guidance and logistical support.

Not forgotten, recognition is given to those who helped in providing seedlings and equipment so that this activity could run smoothly.

Thanks are also extended to colleagues from STIA Al Ghazali and Universitas Sipatokkong Mambo for their support, inspiration, and academic collaboration which have enriched the implementation of this program.

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