



ANALYSIS OF THE DEVELOPMENT OF QUALITY EDUCATION AND ITS IMPACT IN REALIZING THE SUSTAINABLE DEVELOPMENT GOALS (SDGS)

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Abstract

This research aims to explain and explain various strategies implemented by Indonesia in achieving the Sustainable Development Goals (SDGs) targets, especially related to improving the quality of education. The approach used in this study is qualitative descriptive, with a literature study method that gathers various relevant sources, including theories and previous research results related to the topic. Based on the results of the research, the condition of education in Indonesia is still concerning and uneven in all regions. Several provinces in Indonesia need to adopt SDGs strategies to overcome this educational inequality. It is hoped that the implementation of the SDGs program can help reduce educational inequality, as well as improve the quality of education in Indonesia, thus bringing positive changes to the country's progress.

Keywords: *SDGs Education Quality of Education*

INTRODUCTION

Education is very important in the survival of human beings today because every point of human life is always closely related to education. Education is a process for the development of self-aspects in the form of ways of thinking, attitudes, ethics and language that contribute to the life between the community and itself. Education is very important in relation to the life of a nation (Mubarak and Nura 2021; Pamungkas, Sunarti, and Wahyudi 2018). In human life, of course, education is needed, because education is a process of developing a person in the form of mindset, attitude, character, language, and also how he contributes to social life, of course, determined by his education (Pratomo & Herlambang, 2021). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Law No. 20 of 2003). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state (Law No. 12 of 2012 concerning Higher Education).

Education is a process that aims to improve, improve, and develop the knowledge and behavior of a person or group, so that it can educate human life through learning activities. Education is also an action carried out with full awareness to produce the expected change in attitude and behavior, namely humanizing humans to become intelligent, skilled, independent, disciplined, and virtuous individuals. In its implementation, education, both theoretically and practically, really needs a foundation, a handle, or a pedestal as a foundation. This is because without a clear goal, education will not be able to achieve optimal results, and the goal itself will not be achieved properly without a strong foundation. Education in a broad sense is a process of knowledge and learning that lasts for a lifetime (long life) in all places and situations that have a positive impact on an individual (Pristiwanti, Badariah, Hidayat, & Dewi, 2022). All countries agree that education is the most fundamental aspect. The quality of education is one of the main factors in determining the progress of a country. In other words, the level of quality of education in a country reflects its level of progress. If the quality of education is low, the country will lag behind (Nur &

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Kurniawati, 2022). In recent years, the quality of education has become a topic of intense debate (Alifah, 2021). This is due to the significant impact that the quality of education has on the quality of graduates from the education system. Inadequate education produces low-quality human resources (HR). Therefore, high-quality education is a priority for all parties involved, including the community. The quality of a country is not only determined by its government policies, but also by the active role of the community in building the nation. In the 21st century, the world faces a variety of complex challenges that can affect the global order of life, ranging from the rapid development of technology to changes in values and ideologies that are increasingly vulnerable to reduction or change in meaning. In this context, education plays a key role as one of the important prerequisites in the development of a country. Quality education is necessary to produce competent, critical, and high-integrity human resources, who can face challenges and adapt to global changes. Only with quality education, a nation can equip its next generation with the skills, insights, and attitudes necessary to drive progress and maintain stability and national identity in the midst of world dynamics (Herlambang, 2015).

Currently, the government is implementing various sustainable initiatives to ensure access to high-quality education for all levels of society. In addition to the government, a number of other parties such as the corporate sector, educational institutions, and the wider community also have great attention to improving the quality of education. Even so, there are still few people who really understand the importance of education for the future of the nation. The results of observations show that the quality of education in Indonesia is still inadequate and lagging behind compared to other countries. This condition has the potential to hinder the availability of qualified and diverse human resources that support "sustainable development." For this reason, through superior education, we need to strive to form Indonesian human resources who are able to compete and be equal to other nations (Alfaien, Mulyadi Kosim, & Fadil, 2023). Quality education is of course expected for the progress of a nation, education is not only a means of 'agent of change' for the young generation who will be the successor of a nation, but also must be an 'agent of producer' in order to create a real transformation. Education that is the benchmark is not solely in formal education, but what is meant is education that must also be able to change the mindset and viewpoint of the nation's children who will be the successors someday. Innovative and quality education will encourage a person's creativity, especially the younger generation, to hone their curiosity as an innovation agent which will later play an important role and apply the concept of sustainable development.

Good quality education is expected to be the main pillar in the development process and realize a developed nation. Education not only functions as an agent of change for the younger generation, but must also play a role as an agent of production that brings real change in society. Educational standards are not only limited to formal education, but all forms of education must be able to shape the character of the nation's children so that they have the skills and abilities that can be a provision to continue the development of this country (Yuliany et al., 2023). For this reason, education needs to be changed to be more innovative and quality, in order to encourage the creativity of the community, especially the younger generation of the nation's successors. Such education can foster a high level of curiosity, which will later give birth to new innovators. Based on the results of the UNESCO report, Indonesia is currently ranked 64th out of 120 countries in the international world. Meanwhile, according to the Education Development Index, Indonesia ranked 57th out of 115 countries in 2015. The quality of education in Indonesia is still very backward when compared to other ASEAN countries such as Singapore which is ranked 11th. To overcome this, the Sustainable Development Goals (SDGs) program, including in Indonesia, has been enacted as an effort to improve and advance the welfare of the community, one of which is to improve the quality of education (Humaida et al., 2020). The Sustainable Development Goals (SDGs) are an improvement of the previous international program, namely the Millennium Development Goals (MDGs), which began in 2000. The SDGs program replaces the MDGs by referring to five main principles that aim to balance the social, economic, and environmental dimensions (Ula, 2023). As a substitute for the



MDGs, the SDGs play a role in continuing and improving the achievements that have been achieved by the MDGs in various aspects, ranging from development issues to the completion of various targets that have been set previously. The SDGs achievement targets include solving various sustainable development problems with a more targeted approach, so it is hoped that all the goals set can be achieved effectively (Guntari et al., 2023). To achieve this goal, the involvement of all circles is very important. Therefore, not only the government involved, but also other institutions in the country, including the community, students, the private sector, and various other parties, also play an active role in achieving the goals and achievements that have been formulated previously (Wibowo & Sadikin, 2019; Witarti, Puspitasari, & Fithriana, 2021).

The Sustainable Development Goals (SDGs), or Sustainable Development Goals, are global agendas designed to prosper people around the world. The SDGs are efforts made by the government with a focus on achieving and realizing sustainable development goals, both at the global and national levels. The main goal of the SDGs is to meet the needs of a country without sacrificing current and future generations, so that prosperity can be felt by all levels of society (Wirianata, Carissa Tanaya, & Ivana, 2023; Yuliany et al., 2023). The SDGs consist of 17 main goals that cover important issues such as poverty alleviation, hunger reduction, health improvement, quality education, climate change, clean water, sanitation, renewable energy, environmental conservation, and social justice. These goals are further divided into 169 universal achievement targets, meaning that no one should be left behind in the process of achieving these goals. The time to achieve these targets is set until 2030, with the hope of overcoming the great challenges facing humanity and ensuring prosperity for future generations (Fauzan, Rosida, & Salwa, 2023; Inayah, Amalia, & Krismono, 2022; Syafutra, Endah, & Sujai, 2023). One of the main challenges in the world of education in Indonesia is how to provide an education system that can accommodate a large number of students, while being able to accelerate in improving the quality of education. This is important to form individuals who are not only strong, but also intelligent, in accordance with the goal of creating kamil people. One solution that can be implemented to overcome this challenge is to utilize the independent learning process or distance learning through technology, known as E-learning (Sinulingga, 2023). This approach allows flexibility in the teaching and learning process, provides wider access to education, and supports the efficient delivery of materials, without being hindered by space and time limitations.

Education must undergo a transformation towards a more innovative and quality system in order to encourage the creativity of the community, especially the young generation who will be the successors of the nation. Such an education will help foster curiosity and a spirit of exploration among them, which in turn will give birth to new innovators. The innovations they develop will later play an important role in the implementation of the Sustainable Development Goals (SDGs) concepts, with the aim of creating sustainable positive changes for society and the environment. This research aims to analyze the development of quality education as a step in achieving the SDGs target (Sinulingga, 2023). The main challenges faced by the Indonesian education system in the future are not only limited to improving the quality and efficiency of internal education. A more fundamental challenge is how to increase the relevance of education to various other areas of life (external efficiency). The development of the education system should not only focus on the development of education as a stand-alone system, but should also function as an integral part of the wider system in society. Thus, the development of the education system is expected to make a real and functional contribution to national development in various fields of life, including social, economic, and environmental, so that it can support the progress of the nation as a whole (Maki et al., 2022).

THEORETICAL DESCRIPTION

1. Quality Education in the Context of the SDGs

Quality education is one of the main goals in the Sustainable Development Goals (SDGs), namely Goal 4: "Ensure inclusive and equitable quality education, and support lifelong learning opportunities for

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all." Quality education is key to empowering individuals, upskilling and addressing socio-economic inequalities. Through quality education, individuals can acquire knowledge, skills, and values that enable them to contribute constructively to society and overcome various global challenges.

2. Education as a Catalyst for Social and Economic Development

Quality education plays a role as a catalyst in improving social and economic welfare. Access to adequate education allows individuals to improve their job competencies, create economic opportunities, and reduce income inequality. This is in line with other SDGs goals, such as reducing poverty, improving health, and improving the quality of life of the community. Research shows that countries with high-quality education tend to have better levels of well-being and stronger social stability.

3. Development of Quality Education: Indicators and Challenges

The development of quality education can be seen through several indicators, including:

- a) Access and Participation in Education: The number of children enrolled in school, the level of participation at various levels of education, and the inclusion of marginalized groups in education.
- b) Quality of Teaching and Curriculum: Improvement in relevant curriculum, modern teaching methods, and effective teacher training.
- c) Educational Infrastructure: Provision of appropriate facilities, access to technology, and educational resources that support the teaching and learning process.
- d) Measurement of Learning Outcomes: Assessment of basic abilities such as literacy and numeracy measured through national and international examinations, as well as students' understanding of various 21st century skills. Even so, there are major challenges in achieving quality education equitably, such as unequal access in rural and urban areas, lack of resources, and inadequate quality of teaching. These factors need to be addressed through targeted policies and synergy between the government, educational institutions, and the community.

4. Strategies to Realize Quality Education and SDGs

Some important strategies to improve quality education and support the achievement of the SDGs include:

- a) Policies that Support Inclusive and Equitable Education: Governments need to establish policies that ensure every individual, especially those from vulnerable groups, has equal access to quality education.
- b) Cross-Sector Collaboration: Synergy between governments, international organizations, the private sector, and society to ensure adequate investment in education.
- c) Technological Innovation in Education: The use of educational technology to improve accessibility, teaching effectiveness, and the relevance of skills in the digital age.
- d) Periodic Measurement and Evaluation: Periodic evaluation of educational performance through relevant surveys and exams to identify areas that need improvement.

Thus, this theory summarizes the importance of quality education in achieving the goals of the SDGs and outlines the factors and implications that need to be considered in improving the quality of education to realize sustainable development.

RESEARCH METHODS

This study uses a qualitative approach method with a descriptive approach, which emphasizes the collection of information from various literature sources, such as books, scientific articles, and relevant journals, especially from the results of previous research that support and are related to the topic of discussion. According to Safitri (2021), the descriptive approach aims to produce data that is presented in



the form of a detailed description, provides a comprehensive overview of the problems discussed in a topic, and presents a description of phenomena that occur in the real world. The main purpose of this study is to obtain accurate information and relevant data on the development of quality education in the context of achieving the SDGs goals. Therefore, this research is focused on literature review to obtain sources and supporting evidence that are directly related to education issues and their contribution to the SDGs. In conducting the analysis, the researcher applies an inductive thinking pattern, That is, compiling understandings and conclusions that depart from existing theories. This inductive approach is carried out to identify patterns that emerge from the data, which are then interpreted and adjusted to the purpose of the research, namely to understand the extent to which the quality of education in Indonesia can make a significant contribution to realizing the SDGs goals.

RESULTS AND DISCUSSION

a. Education Target in Sustainable Development Goals

Education not only plays a role in creating the young generation as agents of change that bring change, but the young generation must be able to become agents of producers who are able to create real change. The programs implemented to implement the SDGs in the field of education are to ensure inclusive and equal quality education, support lifelong learning opportunities for all, and promote education for sustainable development. The targets of the fourth Sustainable Development Goal include ensuring that all girls and boys complete free, equitable and quality primary and secondary education, leading to relevant and effective learning outcomes, ensuring that all have access to quality early childhood development, substantially increasing the number of adolescents and adults with relevant skills, and ensuring that those who learn gain the knowledge and expertise needed to support sustainable development.

The 4th target or goal of the Sustainable Development Goals (SDGs) is quality education. This means that the government is committed to a series of continuous efforts to create equitable quality education and provide equal learning opportunities for everyone. This goal emphasizes that every learner in a country must acquire the knowledge and skills needed to support the achievement of the SDGs targets (Omer & Noguchi, 2020). Development through the education system is the main key in achieving the SDGs agenda by 2030, which also promotes a sustainable lifestyle. In this regard, the development of various modern and adequate educational facilities will not only provide a real example for learners but will also increase public awareness of the importance of education and sustainability. In addition, the safe and healthy learning environment presented through the construction of this facility will have a positive impact on the community, improve the quality of education, and strengthen the concept of sustainability in daily life.

b. Sustainable Development Goals in the Field of Education

To achieve the SDGs goals in the field of education, effective strategies are needed to overcome the problem of low quality of education, especially in remote areas that still experience gaps in access to education. Equitable distribution of education in this region is one of the top priorities because these areas often lack adequate educational facilities, quality teaching staff, and supporting infrastructure. The Government of Indonesia has implemented a number of concrete steps in the context of providing education in accordance with Presidential Regulation Number 59 of 2017 concerning the Implementation of the Achievement of Sustainable Development Goals. This regulation emphasizes the importance of efforts to improve the quality of education in Indonesia and the need to provide equal and quality access to education for all. In this policy, it is stated that Indonesia must be committed to improving the quality and prospects of education in accordance with global standards, as part of efforts to achieve the SDGs by 2030 (Tan, 2020).

Efforts to improve the quality of education in Indonesia are one of the important targets in achieving the Sustainable Development Goals (SDGs), especially goal 4, which is to ensure quality, inclusive, and

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equitable education for all. In order to achieve this target, various steps have been taken by the government and various related parties to provide education that is not only affordable, but also relevant and beneficial for the development of the young generation and nation building. Some of the main efforts that are being implemented include increasing access to education through the construction of educational facilities in remote areas, improving the quality of educators with training programs, and developing a curriculum that is in accordance with the needs of the 21st century. In addition, the role of technology is further strengthened through E-learning and digital learning platforms, which allow the teaching and learning process to be more flexible and inclusive. This approach aims to ensure that all learners, regardless of background, have equal opportunities to learn and grow. With these measures, it is hoped that the education system in Indonesia will not only produce competent graduates, but also individuals who are ready to face global challenges, which is in line with the SDGs' vision to create a sustainable, inclusive, and prosperous society by 2030.

c. Efforts to Improve the Quality of Indonesian Education according to the analysis of the Sustainable Development Goals (SDGs)

The Government of Indonesia has implemented various initiatives with the community to improve the quality of education evenly throughout the region. One of the main efforts taken is to create access to quality education in various regions, considering the unique characteristics possessed by each region in Indonesia. This diversity requires a special strategy so that educational equity is not only successful but also in accordance with the local needs of each region (Alifah, 2021). Utilizing local wisdom and the uniqueness of each region in Indonesia is an important approach in supporting the success of the national education system. This approach allows for the integration of local culture into the education system, which will not only enrich the learning experience but also help learners more easily understand the material with a context close to their lives. Thus, the education system in Indonesia is expected to be able to create a generation with a global perspective while still respecting the roots of local culture. Local content in education can provide a strong foundation for students to build identity and a deeper understanding of their environment and society.

In order to improve the quality of learning in Indonesia and achieve the Sustainable Development Goals (SDGs) goals, the government has prepared various programs that focus on improving the quality of education. This initiative includes various programs that are expected to accelerate the achievement of the SDGs by 2030, such as the elimination of discrimination, the reduction of poverty levels, environmental protection, and the provision of equitable and quality education for all. Some of the main programs run by the government include sending education graduates to remote areas, as well as literacy and numeracy programs, namely the SM3T program and the Calistung program.

1. Bachelor of Educating in Frontier, Outermost, and Disadvantaged Areas

This program was launched by the Ministry of Research, Technology, and Higher Education as one of the efforts to equalize education in Indonesia, especially in remote, outermost, and disadvantaged areas. The main goal of SM3T is to send bachelor of education graduates to teach in these areas, so that they can improve the quality of education in areas with minimal access to education. SM3T is closely related to the Teacher Professional Program (PPG), where SM3T program participants receive professional training to improve their teaching skills. Outside of classroom teaching and learning activities, SM3T teachers also often hold additional classes outside of school hours, both in students' private homes and their own residences. Thus, this program is expected to improve the quality of education for people in remote areas and support the achievement of sustainable development goals, especially in the quality and inclusive education sector.

2. Calistung Program (Read, Write, Count)



The program is focused on basic reading, writing, and numeracy skills (calistung) that are important to support children's cognitive development from an early age. The Calistung program is designed to improve basic literacy, which is an important foundation in the teaching and learning process. In this approach, children are introduced to the concepts of reading, writing, and counting according to their developmental stage. The introduction of basic literacy aims to stimulate brain function, enrich vocabulary, and improve children's communication skills. In addition, the Calistung program has great benefits for children because it not only enhances their knowledge but also assists them in communicating effectively, developing insights, as well as preparing them to face formal education at a higher level (Suwarma et al., 2023). Both programs demonstrate the Indonesian government's commitment to improving access and quality of education in all corners of the country, as well as ensuring that every child, regardless of background or geographical location, has the opportunity to receive a proper education. This effort is in line with the SDGs goals, which underscore the importance of quality education as the foundation of sustainable development and improved social welfare around the world.

CONCLUSION

Based on the results and discussions that have been submitted, it can be concluded that the quality of education in Indonesia still faces significant challenges. One of the main problems faced is the unequal quality of education in various regions. Some regions, especially those located in remote, outermost, and disadvantaged areas, still have difficulty accessing quality education. Although there have been various efforts to improve the quality of education, its implementation is still limited and does not cover all regions in Indonesia.

In an effort to achieve the SDGs goals, especially on goal 4 which focuses on quality education, the Indonesian government has adopted various strategies aimed at improving the quality of education. One of the strategies implemented is to introduce the SM3T (Bachelor of Education in Frontier, Outermost, and Disadvantaged Areas) program, which aims to send education graduates to areas in need of teaching, as well as provide training to them to improve the quality of teaching in the region. In addition, the Calistung (Read, Write, Count) program is also implemented to improve the basic literacy of children throughout Indonesia, which is an important foundation in further education.

However, despite the efforts that have been made, the implementation of this strategy is still limited to a few regions. Therefore, there are still many regions that have not fully benefited from the efforts to improve the quality of education implemented by the government. For this reason, there needs to be further attention from various parties to ensure that every region, without exception, can access quality and equal education. The government needs to expand the implementation of these programs and identify and overcome the challenges that exist in each region so that the quality of education throughout Indonesia can improve and be achieved in accordance with the SDGs target by 2030.

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