Education Strengthening Program (PPK) & Sustainable Development Goals (SDGs) Program as Steps to Improve Education

Andika Rashif Junaedi

Department of Non Formal Education, Faculty of Teacher Training and Education, Banten-Indonesia

Sultan Ageng Tirtayasa University

E-mail: 2221230030@untirta.ac.id /andikarashif123@gmail.com

ABSTRACT
Education is one of the key aspects in a country's development. However, Indonesia still faces a number of challenges in providing education which include unequal access, low quality of education, and lack of adequate educational infrastructure. This is exacerbated by the global phenomenon of the Covid-19 pandemic which is an obstacle to education development in Indonesia. To overcome this problem, Indonesia has created a Strengthening Education and Character (PPK) program and has participated in the Sustainable Development Goals (SDGs) Program which provides a foundation for improving the quality of education. By utilizing the SDGs, Indonesia can overcome education problems by directing educational development efforts towards achieving the SDGs goals, especially in the education sector. This includes increasing equitable access to education, improving the quality of education, as well as developing better educational infrastructure. By involving all stakeholders and committing to achieving the SDGs targets, Indonesia can advance the education system for the better, thus having a positive impact on national development and the welfare of society as a whole.

Keywords: Educational Problems, Strengthening Education and Character (PPK), Sustainable Development Goals (SDGs) Program.

INTRODUCTION

Education is a crucial factor in human life. Everyone has equal rights to obtain quality and equitable education. Education is considered as a means to expand one's potential through the learning process. In accordance with Article 31 Paragraph 1 of the 1945 Constitution, every citizen has the right to education. The aim is to create a generation that is intelligent, high quality, able to adapt to current developments, and has a strong sense of nationalism. Without education, the progress of a nation will be hampered. Therefore, education must be prioritized and provided to all citizens from an early age. Education is also an important factor in the growth of a country. Developed countries generally pay high attention to education, with the hope of improving the welfare of their people. However, education will not have a positive impact if the education system is not appropriate. This also happens in Indonesia (Fadia S. & Fitri N., 2021).

The quality of education in Indonesia is currently a source of concern, especially due to various problems that exist in the education system (Fadia S. & Fitri N., 2021). Unequal access to education for all citizens is still an unresolved problem in Indonesia. In addition, many criticize the ineffectiveness and rigidity of the Indonesian education system, which is reflected in the low educational standards compared to other countries. Although Indonesia's education system is similar to other countries, there is a gap between the goals of the education system and its implementation in practice, which is caused by various fundamental errors. Various problems in the Indonesian education system have been identified, including weaknesses in education management, inequality in education infrastructure between urban and rural areas, lack of government support, conservative thinking in society, low quality
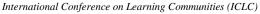
of teaching staff, and weak learning evaluation standards. Globalization also has a significant influence on the character and quality of education in Indonesia (Yhesa RL, 2021). Content accessed via gadgets due to globalization can influence student behavior, challenging efforts to maintain values and morality in education. The combination of these factors has led to a decline in the quality of education in Indonesia, including a lack of strengthening values and character in the learning process.

Professor Hakam from UPI Bandung, who is an expert in values and character education, emphasized that the failure of values and character education is often caused by the limited focus of schools in conveying moral knowledge without ensuring the consistent application of these values in everyday life by students (Faiz , Soleh, Kurniawaty, Purwati, 2021). Even though the Character Education Strengthening Program (PPK) has been implemented in schools, the results are still not in line with expectations. There is a gap between ideal theories and concepts and their implementation in the field due to the stakeholders' lack of understanding of the theories and concepts that should be implemented in accordance with established guidelines. Although National Education System Law no. 20 of 2003 offers noble ideals and goals in education by strengthening character, but its implementation is still faced with empirical and factual obstacles.

Strengthening national character has become the main focus of Nawacita which was emphasized by President Joko Widodo through the National Mental Revolution Movement (GNRM). Since 2016, the Ministry of Education and Culture has started Strengthening Character Education (PPK) in various types of educational institutions, both formal, non-formal and informal. The national commitment to the importance of character formation is also reflected in Law Number 20 of 2003 concerning the National Education System. The law clearly states that the main goal of national education is to enrich individual abilities and form character and a culture that respects dignity, with the main aim of providing knowledge for society. In addition, five of the eight potential students who must be developed emphasize the importance of character formation. With the increase in destructive behavior among teenagers, character formation at this age becomes very important. Schools are expected to have a major role in overcoming negative behavior and instilling character values in students. The character education approach aims to help students strengthen the positive sides of their personality, such as curiosity, empathy, and ethical behavior such as respect, responsibility, honesty, and caring. Apart from the existing curriculum, character development can also occur through school culture, which involves all parts of the school, including management, curriculum and school policies. Character education can also be applied in equality education programs in non-formal education institutions. However, in 2020, efforts to strengthen character education faced challenges due to global situations such as the Covid-19 pandemic.

Based on Circular Letter Number 4 of 2020 concerning Implementation of Education Policy in the Emergency Period for the Spread of COVID-19, learning in Indonesia has shifted to an online system as a measure to prevent the spread of COVID-19 (Irinna Aulia Nafrin & Hudaidah, 2021). The use of this online learning model presents new challenges for teachers and students who are usually used to face-to-face learning. Teachers must find innovative ways to deliver learning materials through available online platforms. Although online learning has advantages and disadvantages, this should not be a reason to stop education. Every citizen has the right to education, even in limited situations such as the COVID-19 pandemic. Online learning can increase students' independence and self-confidence because it places more emphasis on a student-based approach, which allows them to be more active in voicing opinions (Irinna Aulia Nafrin & Hudaidah, 2021). Therefore, the development of independent learning education methods was also introduced to optimize this situation, with a focus on individual empowerment (independence) in facing the global challenges of the Covid-19 pandemic.

In order to advance independent learning education, learning strategies must be adapted to the needs of the Industrial Revolution 4.0 era, where students need to develop new literacy skills such as data literacy, technological literacy and human literacy (Yamin & Syahrir, 2020). This aims to create a workforce that is competent and able to compete in Indonesia's future. However, apart from emphasizing the importance of new literacy skills, the independent learning education system also emphasizes the need for character formation in students, including values such as integrity, religion, dedication, responsibility, justice, discipline, tolerance, and so on. The main goal is to achieve critical thinking, creative, communicative, collaborative skills and have good character. The role of teachers is

vital in the success of this system, where they must be able to adapt to changes and master new literacies, including digital competencies. The blended learning approach, which integrates face-to-face and online learning, is considered an ideal option for independent learning education. This innovative approach is not only an answer to educational challenges in Indonesia, but also a progressive step in facing future dynamics.

Indonesia's participation in the Sustainable Development Goals (SDGs) Program is an important basis for improving education standards in this country (Safitri, Yunianti, & Rostika, 2022). SDGs, as a continuation of the Millennium Development Goals (MDGs) agreed by various UN member countries on 25 September 2015 at UN headquarters, officially confirms the global commitment to sustainable development. Improving the quality of education in Indonesia is considered a key factor in achieving various SDG targets, including increasing the human development index (Faiz et al., 2021). With the SDGs target set by the UN until 2030, it is hoped that it can overcome the various challenges faced by the education sector in Indonesia. Even though there are still obstacles in the implementation of education, participation from other provinces in supporting the SDGs program, especially in the education sector, is expected to strengthen Indonesia's position as a more advanced country both in terms of education and the economy. Investment in education is considered a very important step because educated individuals have great potential to improve and advance the country in a better direction in the future. Thus, the quality of a country is largely determined by the quality of education and quality Human Resources (HR). The hope is that through this program, various education problems in Indonesia can be overcome.

RESEARCH METHODS

This research adopts a literature review method that refers to scientific articles and journals relevant to the topic "Education Problems in Indonesia". The data and views presented in this research were obtained from a literature review which includes scientific articles, academic journals, theses and other trusted sources relevant to the topic. A total of seven journals or articles that are considered relevant have been selected as the basis for this research. By using a literature review approach, this research aims to provide a comprehensive understanding of education problems in Indonesia based on a review of available literature.
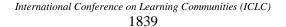
RESULTS AND DISCUSSION

Results

Education plays a major role in building the foundation for a country's success. However, in Indonesia, various challenges still hinder the development of education, such as unequal access, low quality and inadequate infrastructure. Additionally, the global Covid-19 pandemic poses new challenges by forcing the adoption of distance learning. Nevertheless, Indonesia has taken concrete steps, such as implementing the Education and Character Strengthening Program (PPK), and actively participating in the Sustainable Development Goals (SDGs) Program. Through SDGs, Indonesia seeks to address education problems by focusing on achieving SDGs targets, especially in improving educational access, quality and infrastructure. With the involvement of all stakeholders and commitment to achieving SDGs targets, Indonesia hopes to improve the quality of its education system, which in turn will have a positive impact on national development and the welfare of society as a whole. With a spirit of hard work and strong determination, it is hoped that the future of Indonesian education will be brighter. Based on a review of 7 journal article sources that met the inclusion criteria, the research results were as follows:

Table 1. Research Results

Researcher and Year of Research	Journal	Research result
Dadan Darmawan, Karta Sasmita, Ila Rosmilawati, &	Development of Character Education Based on School-Community Culture in Non-formal Education Units	Character development in community schools is tailored to the characteristics of each school. Non-formal schools provide the freedom to adjust education according

Researcher and Year of Research	Journal	Research result
Hidayatullah (2019)	(Proceedings of the National Seminar & Collegial Meeting of PLS Departments throughout Indonesia (2019))	to your wishes and agreed schedule. Disciplinary rules in these schools are based on the principle of fairness, which is implemented with a variety of strategies according to the context and individual needs of each school. Equality schools emphasize diversity rather than the uniformity usually found in formal schools. Unwritten rules, such as dressing modestly, are regulated collectively within the school community. Even though there are not as many extracurricular activities as in formal schools, school culture is still strengthened through daily experiences in the school environment.
Siti Fadia & Nurul Fitri (2021)	Problems of Education Quality in Indonesia (Tambusai Education Journal, volume 5 number 1, 2021)	According to PH Combs (1968), there are several fundamental problems in education today which are causing a decline in the quality of education in Indonesia, namely: 1. The increase in the number of students is not balanced with the availability of quality educational facilities. 2. Limited facilities and funds to meet educational needs. 3. High education costs. 4. Mismatch between educational outcomes and labor market needs. 5. Inefficiency of the education system
Irinna Aulia Nafrin & Hudaidah (2021)	Development of Indonesian Education during the Covid-19 Pandemic (Educative Journal: Educational Sciences, volume 3 number 2, 2021)	Online learning has advantages and disadvantages that need to be considered. Flexibility of time and place as well as ease in assigning and reporting assignments are among the advantages. However, the challenge is the lack of full attendance and participation from students. During the Covid-19 pandemic, online learning has had positive and negative impacts that must be faced responsibly by all related parties, including teachers, students and parents. Even though we are faced with

Researcher and Year of Research	Journal	Research result
		various challenges, the enthusiasm for learning must be maintained. Any problems that arise need to be resolved tactfully, and continuous evaluation is needed to improve the online learning process.
Muhammad Yamin & Syahrir (2020)	Development of Independent Learning Education: Study of Learning Methods (Scientific Journal of Mandala Education, volume 6, number 1, 2020)	Education aims to produce students who have the ability to think critically, creatively and innovatively, and are able to solve problems, communicate and collaborate well. Therefore, in planning learning, it is important to recognize the challenges and opportunities that exist in the Industrial Revolution 4.0 era. The role of teachers is very important in the success of the free learning education system, so they must be ready to adapt to changes, improve competencies and skills, and strengthen new literacies, especially digital literacy. The Blended Learning method is an ideal choice for independent learning education because it combines the advantages of face-to-face and online learning. Thus, this method can create a more effective and beneficial learning environment for students.
Yhesa Rooselia Listiana (2021)	The Impact of Globalization on the Character of Students and the Quality of Education in Indonesia (Journal of Primary School Teacher Education, volume 5 number 1, 2021)	In discussions about globalization, the majority of students in rural areas have a sufficient understanding of this phenomenon. They describe globalization as a transnational process that covers various aspects of life. Some see it as the entry of foreign culture and information into Indonesian culture, while others see it as an interaction aimed at reaching mutual agreement and establishing new norms. They also realize that globalization involves interactions between individuals, companies and governments in trade and investment, which have an impact on the environment, culture, politics, economy and welfare of Indonesian society. Even though it is recognized as providing advances in technology, globalization also

Researcher and Year of Research	Journal	Research result
		has a negative impact on the character and quality of education in Indonesia.
Aiman Faiz, Bukhori Soleh, Imas Kurniawaty, Purwati (2021)	Critical Analysis Review of Factors Inhibiting Character Education in Indonesia (Basicedu Journal, volume 5, number 4, 2021)	Character education involves interventions and habits that are carried out continuously, integrated and consciously. Interventions and habits are the main approach in this process, which must be applied consistently, integrated and with full awareness. One big mistake is to assume that character education is only the responsibility of formal education. This often results in approaches to character formation outside formal education being ignored. Ignorance about the elements of character education, such as parents who consider it a school duty, teachers who are too strict in educating students, the role of peers and society who look down on immoral actions, as well as the influence of the media which displays negative content, all become obstacles in character formation. In the midst of the COVID-19 pandemic, these factors further complicate the character education process due to the psychological impact experienced by students. Therefore, it is important for all parties involved in character education to be aware of their respective roles and responsibilities in shaping individual character, which will ultimately influence the character of the Indonesian nation as a whole.
Alvira Oktavia Safitri, Vioreza Dwi Yunianti, and Deti Rostika (2022)	Efforts to Improve Quality Education in Indonesia: Analysis of Sustainable Achievements Development Goals (SDGs) (Basicedu Journal, volume 6 number 4, 2022)	The conclusions obtained show that the condition of education in Indonesia still shows worrying inequality in various regions. One approach to achieving the Sustainable Development Goals (SDGs) which emphasizes improving quality education is to focus on the fourth goal, namely Quality Education that is fair and equitable and provides lifelong learning opportunities for all individuals. Even though this strategy has been started in several provinces, there are still other

Researcher and Year of Research	Journal	Research result
		regions that have not yet adopted the SDGs strategy to improve the quality of education. Challenges faced include difficulties in accessing schools, cultural differences, and a shortage of qualifications and the presence of teaching staff in remote areas. The government has taken steps, such as through the One Roof Program (SATAP), the Education Program in Frontier, Outermost and Disadvantaged Areas (3T), and the Read, Write, Calculate (Calistung) Program, to overcome these obstacles.

Discussion

The research results from these seven journals illustrate various challenges in the Indonesian education system as well as solution efforts taken by the government. Issues faced include limited access to quality education, disparities between education in urban and rural areas, lack of facilities and resources, declining quality of education, and global and technological challenges. In response to this, cooperation between the government, educational institutions and society is needed to improve the education system and ensure that every individual has the same opportunity to receive quality education.

CONCLUSIONS

Education has an important role in the progress of a nation, but in Indonesia, there are still big challenges that hinder educational progress. These challenges include unequal access, low quality of education, and lack of adequate educational infrastructure. The situation has become increasingly complex with the emergence of the global Covid-19 pandemic, which has hampered efforts to develop education in Indonesia. To address this, Indonesia has introduced the Education and Character Strengthening Program (PPK) and participated in the Sustainable Development Goals (SDGs) Program, which provides a framework for improving education standards. By adopting the SDGs as a strategic foundation, Indonesia can handle education problems by focusing on achieving the SDGs goals, especially in increasing equitable access to education, improving the quality of education, and improving educational infrastructure. By involving all stakeholders and committing to achieving the SDGs targets, Indonesia has the potential to improve the education system, provide a positive impact on national development, and improve the welfare of society as a whole.

REFERENCES

Aiman Faiz, Bukhori Soleh, Imas Kurniawaty, Purwati (2021). Review of Critical Analysis of Factors Inhibiting Character Education in Indonesia.
https://scholar.google.com/citations?view_op=view_citation&hl=en&user=ONFZNO8AAAAJ&citation_for_view=ONFZNO8AAAAJ:2osOgNQ5qMEC

Alvira Oktavia Safitri, Vioreza Dwi Yunianti, and Deti Rostika (2022). Efforts to Improve Quality Education in Indonesia: Analysis of the Achievement of Sustainable Development Goals (SDGs).
https://scholar.google.com/citations?view_op=view_citation&hl=en&user=dw16o3EAAAAJ&citation_for_view=dw16o3EAAAAJ:2osOgNQ5qMEC

Dadan Darmawan, Karta Sasmita, Ila Rosmilawati, & Hidayatullah (2019). Development of Character Education Based on School-Community Culture in Non-formal Education Units.
https://scholar.google.co.id/citations?view_op=view_citation&hl=en&user=HrrBwXwAAAAJ&cstart=20&pagesize=80&citation_for_view=HrrBwXwAAAAJ:qjMakFHDy7sC

Irinna Aulia Nafrin & Hudaidah (2021). Development of Indonesian Education during the Covid-19 Pandemic.
https://scholar.google.com/citations?view_op=view_citation&hl=en&user=dURlsVYAAAAJ&citation_for_view=dURlsVYAAAAJ:k_IJM867U9cC

Muhammad Yamin & Syahrir (2020). Development of Independent Learning Education: Study of Learning Methods.
https://scholar.google.com/citations?view_op=view_citation&hl=en&user=vRqts7UAAAAJ&citation_for_view=vRqts7UAAAAJ:isC4tDSrTZIC

Siti Fadia & Nurul Fitri (2021). Problems of Education Quality in Indonesia.
https://scholar.google.com/citations?view_op=view_citation&hl=en&user=TFJsAO0AAAAJ&citation_for_view=TFJsAO0AAAAJ:d1gkVwhDpl0C

Yhesa Rooselia Listiana (2021). The Impact of Globalization on the Character of Students and the Quality of Education in Indonesia.
https://scholar.google.com/citations?view_op=view_citation&hl=en&user=XwYotfgAAAAJ&citation_for_view=XwYotfgAAAAJ:d1gkVwhDpl0C