

Transforming Indonesian Education: Realizing the Sustainable Development Goals through SDGs

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ABSTRACT

This study uses the literature review method to investigate the transformation of education in Indonesia in relation to the achievement of the Sustainable Development Goals (SDGs). The focus of this research is on achieving the Sustainable Development Goals through education reform initiatives. Information and views of this research are sourced from literature both academic papers, journals, articles, and other reliable sources with the topic "Education Transformation in Indonesia: Achievement of Sustainable Development Goals through SDGs". A total of seven potentially relevant journals or articles were selected as the basis for research. The purpose of this study is to provide a comprehensive understanding of Indonesia's education problems and efforts to improve the education system to achieve the Sustainable Development Goals through a literature review approach. This study uses literature review methods to investigate the transformation of education in Indonesia in relation to the achievement of the Sustainable Development Goals (SDGs). The focus of this research is on achieving the Sustainable Development Goals through education reform initiatives. This information and research views are sourced from literature both academic papers, journals, articles, and other reliable sources with the topic "Education Transformation in Indonesia: Achieving Sustainable Development Goals through SDGs". A total of seven potentially relevant journals or articles were selected as the basis for research. The purpose of this study is to provide a comprehensive understanding of education problems in Indonesia and efforts that can be made to improve the education system to achieve the Sustainable Development Goals through a literature review approach.

Keywords: *Education Transformation, Sustainable Development Goals (SDGs) Program, Continuing Education.*

INTRODUCTION

Education is considered a very important element in human life. Every individual has the same right to receive quality and equitable education. Education is considered as a means to develop individual potential through the learning process. This is in accordance with Article 31 Paragraph 1 of the 1945 Constitution, which affirms the right of every citizen to education. The hope of education is to create the next generation of the nation who are smart and qualified, able to optimize existing progress, and have a high level of nationalism. Without education, the desired progress will not be achieved. Therefore, education should be provided to every citizen from an early age. In addition, education is also a key factor in the growth of a country. Developed countries generally give high priority to the education of their citizens, in the hope of improving the welfare of their people. However,

the importance of education will not have a positive impact if the education system is not right. This problem also occurs in Indonesia (Darmawan, Sasmita, Rosmilawati, & Hidayatullah, 2019).

The main problem facing the education system in Indonesia is the unequal access and quality of education. Although there have been efforts to improve education accessibility, there is still a significant gap between urban and rural areas, as well as between more affluent areas and less developed areas (Darmawan, Sasmita, Rosmilawati, & Hidayatullah, 2019). This disparity creates a situation where some individuals have limited access to quality education, while others may not even be able to access it at all. In addition, imperfections in the education system are also reflected in the low quality of education. Although efforts have been made to improve the quality of teaching and learning, there are still many challenges faced, such as lack of adequate educational facilities and resources, lack of training for educators, and lack of consistent evaluation standards. This condition shows that although the importance of education has been widely recognized, there is still much work to be done to ensure that every individual has access to quality and equitable education. Therefore, improvements in the education system, including increasing accessibility, improving teaching quality, and developing a more relevant and inclusive curriculum, are urgently needed to achieve the goals of sustainable and equitable education development in Indonesia (Darmawan, Sasmita, Rosmilawati, & Hidayatullah, 2019).

In addition, other challenges faced by the education system in Indonesia are the lack of government support, a conservative mindset in society, and the low quality of teaching staff. Lack of investment and support from the government can hinder the progress of education, both in terms of infrastructure and curriculum development (Anggraini & Nugraheni, 2024). In addition, a conservative mindset in society can hinder innovation and changes in education that are necessary to keep up with the times.

The quality of teaching staff is also a key factor in determining the quality of education. Lack of adequate training and qualifications can affect teachers' ability to deliver material effectively and inspire students (Hidayah & Yuliawati, 2021). Therefore, efforts to improve the quality of education in Indonesia must include strengthening training for educators, as well as improving teacher qualifications and professional development. In the face of these challenges, it is important for governments, educational institutions, communities, and the private sector to work collaboratively. Concrete steps need to be taken to improve access, quality, and relevance of education in Indonesia. Only with coordinated and comprehensive joint efforts can Indonesia achieve an equitable, inclusive, and quality education system for all its citizens.

The quality of education in Indonesia is currently a serious concern, caused by various problems in the education system (Wijaya, Sudjimat & Nyoto, 2016). There is still inequality in access to education for all citizens. The issue that is being discussed is the ineffectiveness and rigidity of the education system in Indonesia. This is reflected in the low quality of education in Indonesia compared to other countries. Although Indonesia's education system is not much different from other countries, there is a gap between the goals of the education system and its implementation on the ground, caused by various fundamental errors. Some problems in the Indonesian education system include weaknesses in education management, education infrastructure gaps between urban and rural areas (Arianty & Winaryati, 2023), lack of support from the government, conservative mindset in society, low quality of teaching staff, and weak learning evaluation standards. In addition, the influence of globalization is also very significant on the character of students and the quality of education in Indonesia.

The issue that is being discussed is the ineffectiveness and rigidity of the education system in Indonesia. This is reflected in the low quality of education in Indonesia compared to other countries. Although Indonesia's education system may not be much different from other countries, there is a significant gap between the goals of the education system and its implementation on the ground. This is due to various fundamental errors in the management of education. Some problems in the Indonesian education system include weak education management, education infrastructure gaps between urban and rural areas, lack of support from the government, conservative mindset in society, low quality of teaching staff, and weak learning evaluation standards (Arianty & Winaryati, 2023). In addition, the

influence of globalization also plays a significant role in the character of students and the quality of education in Indonesia, which introduces new challenges in maintaining values and morality in education. All of this causes the quality of education in Indonesia to be low and complicates efforts to achieve higher and equitable education standards for all citizens.

In the midst of various problems faced, it is important to recognize that education has a crucial role in determining the future of a nation (Alfaiean, Kosim, Fadil, 2023). Therefore, a comprehensive and concerted effort is needed to overcome these challenges. One of the steps that can be taken is improvements in education management, including increased transparency, accountability, and efficiency in the management of educational resources. In addition, there needs to be greater investment in education infrastructure, especially in rural and remote areas, to ensure that every individual has equal access to quality education.

Strong support from the government is also very important, both in the form of supportive measures and adequate budget allocation (Alfaiean, Kosim, Fadil, 2023) In addition, we need to change the way people think about education to encourage acceptance of innovations and changes needed to improve the quality of education Improving the quality of teaching staff is also the key to improving the quality of education Better training, Appropriate incentives, and professional development for teachers can help improve teachers' ability to deliver learning materials effectively and motivate students to learn Lastly, it is important to strengthen learning assessment standards to ensure that all students receive a decent, high-quality education Proper evaluation helps identify weaknesses in the education system and improve them for a better future These steps It is expected to help Indonesia overcome various challenges in the education sector and develop a more equitable, inclusive, and quality education system for all citizens.

Efforts to improve the quality of education in Indonesia are in line with the Sustainable Development Goals (SDGs), especially the goal to ensure inclusive and equitable quality education and provide lifelong learning opportunities for the entire population This is also closely related to the achievement of SDGs (Safitri, Yuniarti & Rostika, 2022). In this context, improvements in education management, improvement of education infrastructure, strong government support, transformation of people's mindsets, improvement of the quality of teaching staff, and strengthening of learning evaluation standards are steps that are very relevant to the achievement of SDG 4. In addition, efforts to improve the accessibility of education, especially for those in remote and marginalized areas, are also in line with the spirit of the SDGs to leave no one behind. By integrating the principles of SDGs in efforts to improve education, Indonesia can move towards a more equitable, inclusive, and sustainable education system for all its citizens.

Indonesia's participation in the Sustainable Development Goals (SDGs) program is the foundation for improving the quality of education in the country Improving education in Indonesia is the key to achieving various SDG goals, including improving the quality of the Human Development Index The SDGs set by the United Nations in 2030 are expected to overcome various problems in the Indonesian education sector(Safitri, Yuniarti & Rostika, 2022). Although still facing challenges in the implementation of education, the participation of other provinces in the success of the SDGs program, especially in the field of education, is expected to bring Indonesia to become a more advanced country educationally and economically. Investment in education is considered crucial because educated humans have the potential to change and advance the country for the better in the future. It is also hoped that this program will be a solution to the problems of education in Indonesia.

The efforts of the government and all stakeholders in embracing the SDGs vision, especially in the education sector, will open up opportunities for significant transformation in Indonesia's education system. The right investment in education will bring long-term benefits, both for individuals and for the nation as a whole (Safitri, Yuniarti & Rostika, 2022). With a focus on improving access to education, quality, and relevance, Indonesia can achieve various SDGs goals related to education, such as reducing education gaps, increasing literacy rates, promoting inclusive education, and improving the quality of learning. In addition, through the implementation of SDGs, Indonesia can also expand lifelong learning opportunities and prepare future generations who are ready to face global challenges. By integrating the

principles of SDGs in education policy, Indonesia can create an equitable, inclusive, and sustainable education system, which will bring sustainable positive impacts to all societies and the country as a whole.

Overall, Indonesia's participation in the Sustainable Development Goals (SDGs) Program has been an important cornerstone in efforts to improve the quality of education in the country. By integrating SDGs principles in education policy, Indonesia is on track to achieve various SDGs targets related to education. While still faced with a number of challenges, including unequal access to education, lack of quality teaching, and ineffectiveness of education systems, concerted efforts from governments, educational institutions, communities, and the private sector can overcome these barriers. Proper investment in education is considered crucial because education is the key to advancing the country in a better direction in the future. It is hoped that through the implementation of SDGs, Indonesia can create an equitable, inclusive, and sustainable education system, which will bring sustainable positive impacts to all communities and the country as a whole.

RESEARCH METHODS

This study applies a literature review method that combines the results of scientific articles and journals related to the theme "Transforming Indonesian Education: Realizing Sustainable Development Goals through SDGs". The information and views presented are based on literature which includes scientific articles, academic journals, theses, as well as other reliable sources relevant to the topic. A total of seven journals or articles deemed relevant have been selected as the basis for this study. Through a literature review approach, the purpose of this study is to provide a comprehensive understanding of education problems in Indonesia based on the available literature.

RESULTS AND DISCUSSION

Result

This study also provides a comprehensive explanation of education problems in Indonesia
 Rephrase This study provides a comprehensive overview of education problems in Indonesia and efforts that can be made to improve the education system to achieve the Sustainable Development Goals (SDGs) Through a literature review approach, this study collects data and views from various literature sources related to the theme "Education Transformation in Indonesia: Achievement of Sustainable Development Goals through SDGs" The results show that Indonesia still faces various challenges in the education sector, including unequal access to education, low quality of teaching, and lack of effectiveness of the education system. However, efforts to address these challenges have been made through participation in the SDGs. With a focus on improving access, quality, and relevance of education, Indonesia is moving towards a more inclusive and sustainable education system. Through the integration of SDGs principles in education policy, Indonesia has the potential to create an equitable, inclusive, and sustainable learning environment for all its citizens.

Nonetheless, the study also identifies the need for concrete steps to improve the quality of education in Indonesia, including greater investment in education infrastructure, improving the quality of teaching staff, and transforming people's mindsets related to education. Overall, this research contributes to understanding education problems in Indonesia and provides direction in efforts to achieve sustainable development goals through education reform. Based on 7 journal sources that have been determined to meet the inclusion criteria, the information on the results of the research is as follows:

Table 1. Research Result

No.	Researchers and Research Years	Journal	Research Results
1.	Dadan Darmawan, Karta Sasmita, Ila	Development of School-Community Culture-Based	The development of character education in community schools

	<p>Rosmilawati, & Hidayatullah (2019)</p>	<p>Character Education in Non-Formal Education Units (Proceedings of the National Seminar & Collegial Meeting of PLS Departments throughout Indonesia (2019))</p>	<p>is carried out by considering the unique characteristics of each school. The independence possessed by non-formal schools provides flexibility to individuals to adjust the educational process according to preferences and agreed schedules. The disciplinary rules applied in these schools are based on the principle of fairness, which is implemented through strategies that vary according to the specific context and needs of each school. Equality schools emphasize diversity rather than uniformity, in contrast to the approach typically adopted by formal schools. Unwritten norms, such as dressing modestly, become part of a collective agreement within the school community. Although extracurricular activities are not always abundant, school culture is still reinforced through daily experiences in the school environment.</p>
<p>2.</p>	<p>Dewi Anggraini & Siwi Nugraheni (2024)</p>	<p>Towards Sustainable Education: Implementation of Sustainable Development Goals (SDGs) in Realizing Quality Education in Indonesia (Indonesian Journal of Education Research, 3 April 2024)</p>	<p>In general, the quality of education in Indonesia has not been able to match other countries. In addition, the emergence of the COVID-19 pandemic has increased challenges in the education sector. In general, the quality of education in Indonesia has not been able to match other countries. In addition, the emergence of the coronavirus disease (COVID-19) pandemic has added challenges in the education sector. 3T marginalized groups such as students from disadvantaged, border and outermost areas are more affected.</p>

			<p>by learning loss than groups Other Although education is a human right of Indonesian citizens as stipulated in the constitution, they have difficulty accessing online learning The government has taken several strategic steps to overcome this problem, including: B Provide flexible learning to districts and schools, ensure the allocation of School Operational Assistance (BOS) funds, and eliminate national examinations However, the results of a semi-systematic literature review of this study show that there are six major problems of education in the 3-T region during the pandemic These problems include the difficulty of accessing the internet and how to Online learning communication, financial constraints of parents, limited educational facilities and infrastructure, and lack of qualified educators, lack of educators/education personnel, road infrastructure problems, and others and distance to school Of the six problems, the formal problem that has been formulated is the lack of equitable public facilities and infrastructure, including educational facilities, communication networks, and transportation. Using the Comparison Method and the Satisfactory Method, this study produced alternative solutions</p>
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			and execution strategies, which led to recommendations for the development of public facilities and infrastructure in the 3-T area through the Government Private Partnership (PPP) scheme.
3.	Vina Nur Hidayah & Fitri Yuliawati (2021)	Thematic Curriculum 2013 in the Framework of Sustainable Development Goals in Elementary Schools (Journal of Basic Education, Vol. 13 No. 2 July 2021)	The cognitive, psychomotor, and affective areas covered in the 2013 thematic curriculum are aligned with understanding and knowledge, skills and applications, dimensions of values and attitudes in the SDGs. The main focus in the SDGs program to achieve the fourth goal is inclusive education, gender equality, lifelong education, and improving teacher quality. The curriculum has been reformed in response to the development of the industrial revolution era, with the 2013 Thematic Curriculum incorporating essential elements of spiritual, character, cognitive, and skills education to prepare primary school students to become strong Human Resources (HR). In the context of SDGs 2030, support from the education community, especially at the primary education level, is reflected in the dynamic transformation of the national curriculum.
4.	Etistika Yuni Wijaya, Dwi Agus Sudjimat, & Amat Nyoto (2016)	Proceedings of the National Seminar on Mathematics Education 2016.	The core skills of 21st century learning are media mastery skills and information technology (ICT). According to Trilling and Fadel (2009: 65), this ability requires students to have information literacy, media literacy, and ICT skills in the future. Information literacy includes the ability to access information effectively and efficiently, analyze and evaluate

			information critically, and use information accurately and creatively Media literacy involves the ability to use media as a learning resource and tool to communicate, create, and create. ICT skills include the ability to use technology effectively in research, communication and evaluation, as well as the ability to understand the ethics of using technology
5.	Alya Dwi Arianty & Eny Winaryati (2023)	Development of iJateng Digital Library as an Effort to Realize Sustainable Development Goals (SDGs) in Education (Proceedings of UNIMUS National Seimnar, Vol. 6, 18 October 2023)	The development of iJateng as a digital library is an innovative and inclusive step in achieving the sustainable development goals (SDGs) in the education sector. This initiative is considered superior and competitive because it provides broad and affordable access to educational resources. In addition, the development of iJateng is also considered positive and significant because it contributes to increasing literacy and knowledge of the community. This approach is also considered realistic and creative because it adopts digital technology to provide educational services that are relevant to the times. It is hoped that the development of iJateng can be an example and inspiration for other libraries in Indonesia in presenting digital libraries that can meet the needs and potential of the community effectively.
6.	Noor Isna Alfaiean, Ahmad Mulyadi Kosim, & Khaidir Fadil (2023)	Efforts to Improve the Quality of Islamic Education in Indonesia in Realizing the Sustainable Development Goals (SDGs) Program (Journal of Islamic Education and Pedagogy Studies, Vol. 7 No. 2 January 2023)	The situation of education in Indonesia, especially in the context of Islamic Education, still shows serious challenges. This quality of religious education shows the inequality between urban and rural areas, as well as deficiencies in the

			<p>professionalism and competence of educators. The limited teaching time of PAI teachers, which is only 2 hours per week, is also a serious obstacle. In addition, learning approaches that tend to only focus on students' cognitive aspects and teaching methods that are less diverse and dynamic, also affect the low quality of Islamic Education in Indonesia as a whole. Therefore, special efforts and strategies are needed to improve the quality of religious education in Indonesia. Steps that can be taken include improving access and equality of education between urban and rural areas by providing adequate facilities and infrastructure throughout the region. In addition, the need to improve the professionalism and competence of PAI educators through continuous training and skill development is also very important.</p>
7.	Alvira Oktavia Safitri, Vioreza Dwi Yuniarti, and Deti Rostika (2022)	<p>Efforts to Improve Quality Education in Indonesia: Analysis of Sustainable Achievement Development Goals (SDGs) (Basicedu Journal, volume 6 number 4, 2022)</p>	<p>It can be concluded that the current condition of education in Indonesia is still a serious problem and is not evenly distributed throughout the region One of the key strategies to achieve the Sustainable Development Goals (SDGs), which focuses on improving the quality of education, is the fourth goal: ensuring fair and equitable lifelong learning opportunities for all ages However, this strategy has only been implemented in a few states, and we found that some states have not introduced SDGs strategies in an effort to improve</p>

		<p>the quality of education Challenges in implementing these strategies cannot be ignored, including difficulties in accessing schools, cultural differences, and low capacity and quality of teachers in remote areas Government efforts to address this problem include various program initiatives, such as the One-Stop Program (SATAP), Education Programs in Frontier Regions, Outermost, and Left Behind (3T), as well as Read, Write, Calculate (Calistung) Program. Nevertheless, further efforts and strong support from all stakeholders are still needed to ensure that all Indonesians, without exception, have access to quality education requires further steps and strong support from all stakeholders to ensure that all Indonesians, without exception, have access to quality education</p>
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Discussion

The research results from the seven journals illustrate the complexity of education transformation in Indonesia and the efforts that have been made by the government in responding to these challenges. The problems revealed cover various aspects, such as inequality of access to quality education, disparity between urban and rural education, lack of educational facilities and resources, low standards of education, and challenges in facing global changes and technological advances. This is certainly intended for Indonesia's sustainable development education in the future.

The importance of collaboration between government, educational institutions, and communities is reflected in this study as key in improving the education system. Concrete steps from the government, such as the launch of education programs and policies, are proposed solutions to overcome the problem. However, these efforts must be accompanied by active participation from various parties and awareness of the importance of supporting education as the foundation of sustainable development. Thus, only through strong cooperation between all stakeholders can Indonesians improve the education system and provide better access to education for all individuals.

CONCLUSIONS

The conclusion from the discussion above is that education in Indonesia is still faced with various complex and diverse challenges. These problems include inequality of access, disparity between urban and rural education, lack of educational facilities and resources, low standards of education, and challenges in the face of global change and technological advancement. Efforts made by the

government, such as the launch of education programs and policies, are an important first step in addressing the problem.

However, to achieve the sustainable development goals in education, strong collaboration between governments, educational institutions, and communities is needed. Concrete steps must be supported by active participation from all parties as well as awareness of the importance of supporting education as the foundation of sustainable development. Only through this strong and comprehensive cooperation can Indonesia improve its education system and provide better access to education for all individuals, thus achieving the sustainable development goals in education.

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