Study of Sustainable Development Goals (SDGS) Quality Education in Indonesia in the First Three Years

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Abstract

The aim of this study is to conduct research and analysis on Indonesia's progress toward the Sustainable Development Goals (SDGs) Quality Education over the last three years (2015-2018). The aim of this study is to assess and comprehend Indonesia's progress toward achieving the Sustainable Development Goals (SDGs) for Quality Education since they were announced in 2015. In Indonesia, the Sustainable Development Goals (SDGs) and Education Quality thesis utilizes a qualitative research design. We conducted this research using a case study analysis based on the procedure, the data, and the triangulation of sources. We draw certain conclusions as a result of the study. To begin, in comparison to four years ago, at the time of the SDGs' initial ratification, Indonesia experienced better progress in terms of timeliness and participatory processes. But even so, the challenges faced by implementing the SDGs are not just about those two things. In terms of substance, the ambition of SDGs to eliminate the negation component of the development is a work that is almost close to utopia. Second, in terms of the process, the implementation of SDGs Quality Education at the national level still leaves homework such as accountability mechanisms, receipt of data from non-government parties, and the participation process itself. This should not be seen as a burden but rather a challenge that must be faced to improve performance for the acceleration of Indonesia's quality education national development until 2030. Third, the active role of the government is certainly the main capital for the implementation and achievement of SDGs quality education in Indonesia. Initiatives that come from various parties, including universities, bring optimism that the SDGs quality education will be implemented on inclusive and participatory principles. Fourth, a coalition of civil society organizations is needed to ensure that the SDGs' quality education is implemented in the context of Indonesia's growth, both at the national and regional levels. These social systems have the potential to pressure the Indonesian government to prepare for a variety of things, both procedurally and substantively.

I. Introduction

Education will serve as the basis for the government's efforts to promote sustainable development objectives and targets through 2030, following UN Forum directives. Improving education for the Indonesian people would accelerate progress toward other SDG goals and targets, especially in combating poverty. Education is a part of the 1945 Act's statutory mandate in Indonesia. As a result, the government must provide free education to all Indonesians (Gunawan, Permatasari & Tilt, 2020).

Education is the bedrock upon which quality growth is built. It necessitates a continuous education system from equal access to education for the Indonesian community at all levels (Fatimah, Govindan, Murningsih & Setiawan, 2020). Additionally, Since the Jokowi-JK government created a separate bureaucracy within the Ministry of Education, education in Indonesia has been separated from tertiary education. Currently, job effectiveness is being evaluated to determine its effects on educational quality (Wibowo & Sadikin, 2019).

The educational system in Indonesia is structured in such a way that it causes a disconnect with the ideals of innovation (Santika, Bahri Shafiullah & Urmee, 2020). According to current facts, Indonesians are becoming increasingly educated and self-sufficient. Numerous entrepreneurs in Indonesia with limited education are becoming increasingly bold in their attempts. On the other hand, the more schooling one has, the more self-sufficient one becomes. Education is dependent on high-quality creativity; industrialization is becoming increasingly simple to improve. As a result, any educational institution, both primary and secondary, must instil a value for education and innovation. Since the Asean Economic Community (MEA) has been established, it will now promote more competitive industrialization. According to a report conducted in the United States, 47 per cent of today's jobs will be obsolete by 2030 due to computer replacement. Then, without a doubt, the accumulation of human income will change (Jayanti, Muhammad, Nazamuddin & Majid, 2019).

Small and large classes of people with a high level of education and innovation would have greater potential for prosperity. By contrast, classes of people who do not receive training or a high-quality education face various social problems. Education is necessary to effect social change because education will decide the social in the state, social progress, and social in modernization (Lim, Allen & Chang, 2016).

The program was developed at a United Nations forum; the SDGs are comprised of 17 goals and 165 sustainable development objectives that were declassified by 193 UN members during the 70th general session (Wu, Guo, Huang & Xiang, 2018). One of the seventeen goals is to improve the standard of sustainable development education by 2030. The national development program, dubbed development in the Millennium, is being monitored by 189 countries, including Indonesia, and will reach its final assessment phase in 2015. The MDGs are then divided into eight programs, one for each predictor (Purba, 2019).

Numerous countries' growth rates continue to lag behind the Millenium Development Goals (MDGs) (Sidiq & Jalil, 2021), which have been renamed the Sustainable Development Goals (SDGs) (SDGs). During the SDGs phase, or sustainable development goals, which started on August 2, 2015, when United Nations member states, including Indonesia, agreed on the SDGs Document's outcome. The Sustainable Development Goals (SDGs) Program for the Period 2016-2030 is an initiative whose efforts advance the agenda and complete unfinished programs (Asmailia & Ahsan, 2018 ; Sidiq & Achmad, 2020). The health sector receives the most attention, specifically the distribution of malnourished children in Indonesia, the proportion of short-term children, children's nutritional status, maternal mortality rates, and trends in basic food intake, among others (Stenberg, Hanseen & Soucat, 2017).

Ascertain that the educational quality is inclusive and equal, and that opportunities for lifelong learning are available to all. Since 2000, substantial progress toward the target of universal primary education has been made. The region's overall enrollment rate rose to 91% in 2015, while the global number of unschooled children declined by nearly half. Additionally, literacy rates have risen significantly, and more girls are enrolled in school

than at any point in history. Both of these are impressive achievements. In developing regions, progress is often hampered by persistent poverty, armed conflict, and other crises.

The aim of this study is to conduct research and analysis on Indonesia's progress toward the Sustainable Development Goals (SDGs) Quality Education over the last three years (2015-2018). The aim of this study is to assess and comprehend Indonesia's progress toward achieving the Sustainable Development Goals (SDGs) for Quality Education since they were announced in 2015.

II. Research Methods

The study on the Sustainable Development Goals (SDGs) and Education Quality in Indonesia employs a qualitative research design. This research employs a case study analysis focused on the method, the data, and the triangulation of sources. Meanwhile, this study collects data through library research and field research methods such as observation and in-depth interviews. The data obtained for this study is classified as primary and secondary data. Primary data are derived from observational findings and in-depth interviews with ten research informants. On the other hand, secondary sources include online news pages (websites), contact journals, and pertinent books. The aim of this study is to document and explain Indonesia's progress toward achieving the Sustainable Development Goals (SDGs) for Quality Education.

The methodology for data analysis in this study is Miles & Huberman's (1992: 20) interactive model, which divides data analysis into three stages: data reduction, data visualization, and data verification.

To ensure that the collected data is accurate and consistent with the research's intent and objective, the researchers employ the triangulation technique. Data triangulation is a method for validating or comparing data that uses something other than the data itself (Moleong, 2007: 330). The researchers have used the participatory extension as a tool for validating their findings.

III. Results and Discussion

Education becomes a vehicle for the community's social power to develop a method of fostering members who are adaptable to evolving demands of the times. Globalization brought new values, new perspectives, and changes to the entire spectrum of human life, all of which arrived unexpectedly. As a result, the educational world feels compelled to arm itself with learning instruments capable of generating human times in response to the global demand climate. The mastery of information technology, the provision of professional, skilled, and efficient human resources for the community, the capacity to implement science and technology, and the realization of an open, democratic, humanist, and progressive social order in the face of current progress are just a few of the final provisions that all nations must possess if they are to survive in the face of this nebulous future.

Education is a never-ending experiment that will never be completed as long as human life exists on this planet. That is because education is a component of human culture and society, both of which continue to evolve. This is consistent with human nature, which is capable of creativity and innovation. Training is important in life. Under Law No. 20 of 2003, education is a deliberate, organized endeavor to build the learning atmosphere and system whereby students actively develop their capacity for their spiritual and religious abilities, self-control, personality, intellect, nobility, and abilities required for

themselves, the society, the nation and the state. Thus, the value of education is mandated in the 1945 Constitution, which states that each person has the right to education and instruction, and the government aims to organize a national education system governed by statute.

Education has a significant impact on how culture develops. Education has the potential to transform a country for the better. This definition is also reflected in various countries' United Nations programs, with education quality being a critical issue in - region. As a result, the United Nations has developed an SDGs program to follow up with the previous MDGs program. The MDGs' long-term effects were concluded yesterday, but they failed to produce substantial results for Indonesia and many other nations.

As a result, the United Nations moved on to the next initiative, the Sustainable Development Goals, intended to have a long-term impact until 2030. The education quality sector is one of the SDGs programs that will affect social change in the Indonesian country.

Quality education is a compilation of the 17 Sustainable development objectives policies aimed at ensuring inclusive and equal education for all and fostering opportunities for life-long learning for everyone. In the Republic of Indonesia Education Act 20 of 2003 this goal was reaffirmed. Sdgs were jointly established at the global level; in a number of ways, both nationally and regionally, they can be adapted to the conditions and situations in Indonesia. The provincial and district governments are primarily responsible for achieving the SDGs' objectives. The regency has gradually started to assume greater responsibility for regular government expenses. As a result, local governments should be willing to participate.

A village will agree on which SDGs to prioritize and how to track and accelerate their achievement. For instance, if malnutrition is a concern, it might be important to ensure that the puskesmas always weigh all children. Any individual can contribute all of the data necessary to determine if malnutrition rates are rising or decreasing. And, even more importantly, we will agree on how to solve them.

How to grow slowly to get food and provide mothers with guidance or assistance, for example. Are everyone in school enrolled? This is easily seen in the registration book of the school. Perhaps you can test and treat as many people as possible if tuberculosis is a problem. Do women perish during childbirth? How about monitoring the number of pregnant women who visit clinics for delivery?

Similarly, do they have contingency plans in place in the event of an emergency? You are not required to complete all at once. Additionally, you can begin with several goals and then take action. For the SDGs, excitement trumps info. If each district or neighbourhood takes action, repairs can be completed as quickly as possible. Only ten years are remaining in 2030, but the government will accomplish a great deal.

The Indonesian government has implemented a strategy to ensure universal fundamental education and provided high-quality, accessible basic education, including through the School Operational Support programme. But it's not. But, when seen through the lens of the Indonesian educational system, it faces many challenges to ensuring the quality of education, including inadequate access to education, an uneven distribution of teachers, and insufficient teacher quality. Limited access to education in Indonesia, especially in areas prone to problems associated with growing urbanization, makes it difficult for cities to have better access to information. Assume that Jakarta has proportional numbers, but that education is unavailable outside Jakarta, especially outside Java. Inadvertently, the Indonesian people are motivated to urbanize education due to the region's limited resources. Indonesia's education standard is ranked 64th globally out of

120 countries, according to the annual UNESCO Education For All Global Monitoring Report 2012. In the 2011 Education Development Index, Indonesia ranks 69th out of 127 countries (IDI). In the United Nations Human Development Program (HDI) 2013, Indonesia was 121st out of 185 countries, with a score of 0.629. Hence Indonesia (ranked 64), and Singapore (18) with HDI of 0.683 are two ASEAN neighboring countries.

The viewpoint of social development in Indonesia on the standards of SDG education ensures inclusive and fair education that offers opportunities for human lifelong learning, as set out in the National Education System Law No. 20 of 2003, respectively. Nawa cita number 3, which is to build Indonesia from the outskirts by consolidating unified regions and villages was incorporated into the Nawacita (Indonesian Government Program) and was incorporated into the RPJM as Chaps 6.3, in other words to build Indonesia from the periphery by reinforcing regions and villages under a unitary state 2016 is the starting point to achieve the quality education objective in early childhood education of the Indonesian Ministry of Education (PAUD). As an accredited school for midwives, the Education Department carries out pre-SD or PAUD services to help all young people gain access to good pre-primary development, care and education (PAUD), in order to ensure that their children are ready for primary education. PAUD was in Indonesia up to 2018 at 72.29% (58.174) by 2018. In Indonesia there are reportedly 190,225 PAUD schools, according to PAUD Dapodik 2018. Through allocating special funding, the Ministry of Education and Culture intends to meet the DSGs (DAK). For 190,225 BOPs, 600,000 per year. PAUD educators with a minimum of four years of experience are prioritized for this assistance.

A coalition of civil society organisations, both at national and regional level, must ensure that the SDGs are enforced in the framework of Indonesian development. These social structures could force the Government of Indonesia to prepare many items, both procedurally and in substance. In response to the ambitious efforts of Indonesia to build the SDG agenda and implement the SGDs agreement, the Indonesian Government must be proactive in achieving the SDGs. Although the SDGs are not legally legally binding, the SDGs stem from a State leadership arrangement which is morally bound to be responsible for any country and is required to ensure that the SDGs meet the goals and targets by 2030. More mature preparation for SDG adoption efforts is needed in Indonesia, in particular the action plans required in connection with the priority and strategic goals in the 2018/19 indicative CRP, legal regulation, mobilization on medium-term funding of permanent (even supervisory framework) institutions which represent the involvement of all (including) interests.

IV. Conclusion

From the result of the research, we obtain some conclusions. First, compared with the conditions of four years ago at the time of the initial ratification of the SDGs, Indonesia experienced better progress in terms of timeliness and participatory processes. But even so, the challenges faced by implementing the SDGs are not just about those two things. In terms of substance, the ambition o+f SDGs to eliminate the negation component of the development is a work that is almost close to utopia.

Second, in terms of the process, the implementation of SDGs Quality Education at the national level still leaves homework such as accountability mechanisms, receipt of data from non-government parties, and the participation process itself. This should not be seen as a burden but rather a challenge that must be faced to improve performance for the acceleration of Indonesia's quality education national development until 2030.

Third, The active role of the government is certainly the main capital for the implementation and achievement of SDGs quality education in Indonesia. Various parties, including universities, bring optimism that the SDGs quality education will be implemented on inclusive and participatory principles.

Fourth, To ensure that high quality training of SDGs is implemented in the context of Indonesian development, both on a national and regional level, a coalition of civil society organisations. These social structures will force the Indonesian government to prepare a number of procedural and substantive aspects.

Acknowledgements

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