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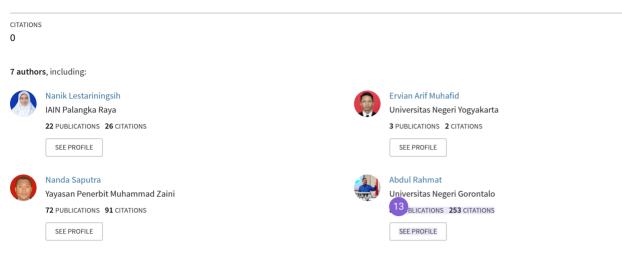- Crossref Posted Content database
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Promoting the SDG Culture via Educational Strategies and Policies for Everyone

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Abstract

The aim of this present article is to investigate and evaluating the Strategy for Achieving Sustainable Development Goals (SDGs) in Indonesia as an Effort to Improve Quality Education. The method used in present study is qualitative-study approach or a descriptive-approach, with the basis of the discussion being the results of a literature study through multiple book sources, scientific articles from relevant journal sources, and the results of previous studies that are relevant to the topic at hand. This paper discusses the approach of the Sustainable Development Goals (SDGs) to enhance the quality of education in Indonesia, a developing nation with several challenges in the condition and quality of its education, which is not yet entirely sufficient and uniformly distributed. Then, consider the present condition of education and the government's involvement in overcoming barriers to increasing the quality of Indonesia's education. It is envisaged that the establishment of the SDGs program would alleviate the issue of education's unequal distribution and increase its quality, therefore advancing the Indonesian country.

Keywords: SDGs, Strategy, Education, Quality, Government

Introduction

Education is essential to human existence since it is the process of shaping a person's intellect, attitude, character, and language, as well as determining his contribution to social life. Education is a systematic and deliberate attempt to develop an individual's potential, preparing each person to play a part in a communal context. By the belief that

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education is very vital for a person, it may generate intellectually bright people who can think scientifically and develop their spiritual character. As well as, moving on same context, we also developed/arranged an integrated model with five dimensions; 1. Learner, 2.Design, 3.Technology, 4.Instructor, and 5.Environment, in order to gauge this relationship in more details (Wang et al., 2022).

A country's quality is also defined by the role that society plays in its development. In the problems of the 21st century, which is a barrier that may shift the flow of global life to a reductionist ideology, education is a prerequisite for a country's progress; to generate quality people, they must, of course, undergo quality education. Considering the dearth of education workers and the inequitable operation of the national education system across Indonesia, the current situation of education in Indonesia is very precarious. For this aim, the United Nations has established an organization for change organised into 17 Sustainable Development Goals (SDGs) that claim to be achieved in 2030 (Baena-Morales & González-Víllora, 2022).

Education's key function for both people and organizations is to increase human resources (HR) since it may have a significant impact on the progress of the country and the state, impacting not only productivity but also community infrastructure. By the view that education is a component of the social lives of all persons. Indonesia is one of the legal nations that emphasize education as the cornerstone for national development; yet, education in Indonesia is now confronting several barriers and a decline in quality. UN member states have committed to achieving the Sustainable Development Goals (SDGs) by 2030. This Review examines the published evidence on how improving eye health can contribute to advancing the SDGs (beyond SDG 3)(Zhang et al., 2022).

Nowadays, education is one of mankind's essential rights. In its function, education may serve to improve the quality of life for people, since human existence cannot exist without education. Therefore, the application and development of education must be adapted to the circumstances and socioeconomic conditions of society(Thamrin, 2020). This is because education is a type of culture in people's lives; thus, if education is in line with the circumstances of society, it will have inventive and creative potential consistent with the character and culture of the community. The introduction of sustainable development goals has made sustainability a top priority for most nations(Khan et al., 2022).

Education is not only an 'agent of change' for the younger generation, which will be the nation's successor, but it must also be an 'agent of the producer' to generate a genuine transformation. Education that becomes a standard is not limited to formal schooling; it must also be

able to alter the attitude and viewpoint of the nation's youth, who will one day become its leaders. Innovative and high-quality education will inspire individuals, particularly the younger generation, to hone their inquisitiveness as agents of innovation who will play a crucial role in implementing the notion of sustainable development.

Based on the findings of the UNESCO assessment, Indonesia now ranks 64th out of 120 nations in terms of the quality of its education. In 2015, Indonesia was rated 57th out of 115 nations according to the Education Development Index(Thamrin, 2020). In comparison to other ASEAN nations, such as Singapore, which is rated 11th, the quality of education in Indonesia is still notably worse.

To combat this, the Sustainable Development Goals (SDGs) program was implemented, including in Indonesia, as an attempt to promote and develop social welfare, one of which is to enhance the quality of education. The Sustainable Development Goals (SDGs) is a follow-up program to the Millennium Development Goals (MDGs) that covers more developed, developing, and less developed nations. Goal 4 of the SDGs for education, namely "ensuring excellent education that is equitable, inclusive, and promotes lifelong learning opportunities for everyone," contains one of the solutions applicable to the SDGs for education. Thus, this initiative would enhance the standard of education in some of countries including Indonesia. According to data of Sustainable Development Goal 4.2 (SDG 4.2), Equal Access to Pre-primary Educations Quality, governments should be the work in the environemnt to ensure that childrens have access to high-quality early childhood development, care, and pre-primary education by 2030(Rad et al., 2022).

Based on the findings of a past study on the implementation of SDGs in Papua, the state of education in Papua and the execution of the SDGs program have been extensively addressed(Thamrin, 2020). The previous study covered the Implementation of SDGs in Papua and attempts to enhance the quality of education in the Papua area, but this research addresses the findings of an analysis of the SDGs program's accomplishment as an endeavor to improve the quality of education across Indonesia. This study is anticipated to serve the community by revealing how the SDGs initiative is working to enhance the quality of education in Indonesia. Present study is also anticipated to provide knowledge and information on the SDGs program in sector of education. The United Nations' Sustainable Development Goals (SDGs) advocate, through two protocols namely SDG 4 and SDG 10, equitable quality-education and the reducting of inequalities within and/or between countries, respectively, also they have few studies have examined how inequalities in regional sustainability influence higher education? (Liu et al., 2022).

Research Methodology

This research employs a qualitative study method or a descriptive method in which the discussion is based on the results of literature studies through multiple book sources, scientific articles from relevant journal sources, and previous research results that are pertinent to the topic under discussion(Sugiyono, 2017). According to the descriptive technique, research data results in the form of a description of the challenges addressed on a subject by offering a real-world example. The execution of this study seeks to collect relevant information and data by concentrating on a literature review to collect data, sources, and supporting evidence connected to the mentioned issues(Moleong, 2007). The research approach is a literature review based on data from prior studies published in respectable publications, with the findings examined and assessed as supporting material. After collecting the facts, a conclusion is drawn as a response to the outcomes of the debate.

Results and Discussion

Basic Concept of Goals of Sustainable Developments

The Sustainable Development Goals may be traced back to a 1987 study titled "Our Common Future" issued by the prime minister Harlem Brundtland (Norwegian). She emphasized that the distribution and shortage of human resources pose a challenge to the growth of civilization. The Sustainable Development Goals (SDGs) is a follow-up program to the Millennium Development Goals (MDGs) that various UN member states and governments ratified on September 25, 2015, at the UN headquarters as an agreement for global development. With the theme "Transforming Our World: The 2030- Sustainable Development Agenda". Recent years have witnessed significant achievements and technological advances in citizen science (CS) projects; nevertheless, significant global challenges are present. Proof of this is in the joint efforts of international organizations to achieve the 2030 SDG agenda in a complex environment(Sanabria-Z, Alfaro-Ponce, González Peña, Terashima-Marín, & Ortiz-Bayliss, 2022).

The Sustainable Development Goals may be traced back to a 1987 study titled "Our Common Future" issued by Norwegian prime minister Harlem Brundtland. She emphasized that the distribution and shortage of human resources pose a barrier to societal progress. The Sustainable Development Goals (SDGs) is a follow-up program to the Millennium Development Goals (MDGs) that numerous UN member nations ratified as an accord for global development on September 25,

2015, at the UN headquarters. With the theme "The 2030 Agenda for Sustainable Development: Changing Our Planet". Sustainable social-resource-based community management and sustainable development goals (SDGs) are crucial for community sustainability and sustainable development, and also SDG education is vital to motivate people to continue SDG-appropriate activities in fast and correct ways (Ohta, Yata, & Sano, 2022).

The MDGs are accountable for attaining significant development objectives in both developed and developing nations. In education, the MDGs aimed to guarantee that all children got a basic education, and 94.7% of the targets for children attending primary school have been reached. According to, the SDGs replaced the MDGs program, which concluded in 2015, hence accomplishment of the MDGs is on the rise. Academic literature is scarce concerning how ECSR can improve Nigeria's public HEIs infrastructure and achieve education infrastructure related to Sustainable Development Goal 4 (SDG 4)(Ebekozien, Aigbavboa, Samsurijan, Radin Firdaus, & Rohayati, 2023).

The SDGs program has seventeen goals, including: 1-eliminating poverty everywhere, 2- eliminating hunger and meeting food needs by improving nutrition sources, 3-ensuring prosperous lives for all ages, 4- quality education, lifelong learning opportunities and equitable, for all ages, (5) gender equality, (6) ensuring the availability of clean water and sustainable sanitation for all, and (7) optimizing the provision of affordable and modern access for all. (8) fostering sustainable, inclusive economic growth, gainful employment, and decent work for everyone; (9) innovation in industry and infrastructure; (10) limiting inequality within nations; and (11) making cities and human settlements safe and welcome. The goals of the global movement program for the next 15 years are (12) sustainable consumption and production, (13) confronting climate change and its impacts,(G l o b a l e d u c a t i o n m o n i t o r i n g r e p o r t, 2016) (14) conserving waters (oceans), (15) optimizing ecosystem restoration and security and forest management, reversing land degradation and halting the loss of some diversity, (16) providing access to eternity for all, (17) efforts to revitalize global cooperation and strengthen implementation efforts, and 169-targets.

According to the argument, the SDGs are more inclusive since the program applies internationally, hence putting a moral duty on all nations to accomplish the SDGs' objectives and targets. As a continuation of the MDGs, the SDGs seek to address development concerns efficiently. All developed, developing, and least developed nations are included in the SDGs. The Sustainable Development Goals (SDGs) are initiatives meant to continue the advancement of people's

economic well-being and quality of life, particularly in the sector of education. Education may affect achieving sustainable development. The education goals serve as the basis for pursuing the SDGs' goals and objectives. Enhancing education in Indonesia would aid the attainment of the 17 Sustainable Development Goals, including initiatives to build a country with quality education.

Education Policy in Support of Singapore's SDGs

Singapore's educational system is built on the concept that a nation's prosperity rests in its people. Our future growth and progress are contingent upon the ongoing renewal and regeneration of our people, who must build on the past, learn from the present, and prepare for the challenges of the future. The goal of Singapore's education system is to provide each kid with a firm foundation upon which to grow their knowledge and abilities throughout their lives(Singapore, 2018). To do this, it promotes broad-based and comprehensive education, bilingualism, well-trained instructors, and the use of information and communication technologies to facilitate learning. The government of Singapore has built a broad educational environment with many routes so that students have access to learning opportunities that are tailored to their interests, talents, and learning requirements. Moreover, our schools collaborate closely with parents and communities to improve learning environments and educational results. Moreover, we acknowledge that learning is a process that lasts a lifetime, particularly in a global economy that is vulnerable to fast change and upheaval. This is why we encourage and assist Singaporeans at all stages of life to increase their knowledge and abilities(Singapore, 2018).

Quality, affordable, and Availability of Education for Everybody The 2003 Compulsory Education Act mandates that all Singaporean children above the age of six must be enrolled in a national primary school through Primary Six. The substantially funded six-year primary school education strives to give our students a foundation of general knowledge that serves as a firm basis for higher education and training. Cloud computing is a service level computing that provide various service to the customers in order to establish an effective customer Relationship management (CRM)(Kumar et al., 2022).

To provide every kid with a solid foundation, we have increased the quality of preschool education via a variety of programs (Tan, 2017). They include designing the Early Childhood Early Learners (NEL) Curriculum and establishing the Ministry of Education (MOE) Kindergarten. The NEL curriculum offers a complete set of tools for children ages four to six. It also serves as a pedagogical guide for preschool instructors to comprehend how children learn and construct learning activities to fit the particular requirements, talents, and

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learning styles of each child. The dataset comes from Drone Emprit Academic. It is made up of tweets with the words "online learning method" in them, with as many as 4887 data crawled from them. Information Gain and adaboost on the C4.5 (FS+C4.5) method are used in the feature selection method. We use feature options to get rid of bias and improve accuracy. The results of the experiments will be compared to other algorithms like C4.5 and random forest(Rijal et al., 2023).

The focus on skill enhancement is a crucial component of Singapore's educational system. SkillsFuture is a nationwide initiative that was launched in 2014 to promote industry support for people to obtain the essential skills to advance in their jobs and foster a culture of lifelong learning. Individuals must do so to remain competitive in the digital economy, where industries are increasingly disrupted by new technologies and digital applications, and to prepare for emerging opportunities in growth sectors including healthcare, urban solutions, advanced manufacturing, hubs, and professional services(Singapore, 2018).

We establish connections between educational institutions and industry to generate more industry-relevant learning opportunities and expose students to actual work contexts. So, industry participants become co-developers of human capital and talent for their particular sectors, whilst individuals can hone their technical and domain-specific abilities(Singapore, 2018). Through the ongoing development of industry-related skills and experiences, Singaporeans will be able to remain relevant in a fast-changing economic environment. Our children must acquire "soft skills" as part of their education. To this end, our Character and Civic Education (CCE) program seeks to instill values in our students so that they grow up to be civic-minded and responsible persons and citizens. CCE promotes the interdependence of character-building important values, social and emotional competencies, civic literacy, global awareness, and cross-cultural abilities. Also, CCE learning objectives are connected with the SDGs. Children are taught to respect the socio-cultural variety of Singapore, to care for others, to contribute to the advancement of our community and country, and to be engaged, global citizens(Singapore, 2018).

Education Policy in Support of Malaysia's SDGs

In Malaysia, education strategies and goals are consistently aligned with the national development strategy. Regarding Sustainable Development Goals, it is believed that giving excellent education to all children, regardless of their circumstances, is one of the most effective means of achieving sustainable development. As a result, a substantial amount of work is devoted to enhancing current programs, equipping

schools with improved technical facilities, and establishing curriculums that may be necessary for a sustainable future.

Malaysia's education framework demonstrates its constant dedication to ESD. In the Education Development Plan 2000-2010, which aimed to provide education of world-class quality, goals, issues, and strategies for preschool and primary education; second subject; Higher education; support programs; education financing; education management, and ICT in education were prioritized. Under Malaysia's Education Plan (Preschool to Secondary School) 2013-2025, a stricter approach to offering equitable and high-quality education to everyone has been outlined. Wave 1 (2013-2015): Supporting teachers and concentrating on key skills; Wave 2 (2016-2020): Accelerated system improvements; and Wave 3 (2021-2025): Towards excellence with enhanced operational flexibility.

Access from preschool to secondary level (100 percent participation at all levels), quality (top third of countries in international assessments); equity (50 percent reduction in achievement gaps - urban-rural, socio-economic, gender); unity (an education system that provides children with shared values and experiences by embracing diversity); and efficiency are the five goals for the education system (A system that maximizes student outcomes within the current budget) Access, quality, fairness, unity, and efficiency are the goals of the Malaysian Education Plan (Higher Education) 2015-2025. Preschool, elementary, secondary, and postsecondary education systems share a vision of what Malaysian education results should be and what they entail for individual students.

The Ministry stresses a balance between knowledge and abilities (science) and ethics and morality (morals). The MEB is based on six fundamental attributes: ethics and spirituality, leadership abilities, national identification, language competency, critical thinking skills, and knowledge. These six characteristics of students are the foundations of the higher education system. ten factors fuel higher education's transformation The current Eleventh Malaysian Five-Year Development Plan maps the seventeen Sustainable Development Goals to particular development projects or activities. Target 4 is aligned with strategic thrust 3, Education Blueprint 2013-2025 (Preschool to Secondary School), Malaysia Education Blueprint (Higher Education 2015-2025), the National Strategy for Higher Education, and the Lifelong Learning Enculturation Blueprint 2011-2020.

Education Policy in Support of SDGs Brunei Darussalam

Brunei Darussalam is a tiny nation with a population of fewer than 500,000, hence education is crucial to its prosperity. By its vision of "Quality Education, Dynamic Country," MOE's "Strategic Plan 2018-

2022" outlines its aim to deliver a comprehensive education that maximizes the potential of all students. The purpose of the country's education system is to nurture every child, assist students in discovering and maximizing their gifts, and foster a love of lifelong learning. Access to education for all residents has always been a top priority for the nation, with a focus on fairness and equality for everyone. It acknowledges the crucial importance of human resource development to satisfy its requirements for an educated and employable workforce, an area in which it has achieved tremendous progress.

To provide equitable and inclusive access to excellent education, all children get a free and mandatory basic education. In 2009, the Ministry of Education (MoE) unveiled a new education system, the 21st Century National Education System (SPN21), which incorporated several modifications to the education system's organization, curriculum, and evaluation, as well as technical education. SPN21 enables high-achieving kids to graduate from secondary school in four years as opposed to five. It meets the requirements of students by allowing them to choose programs that correspond to their talents, interests, inclinations, growth, and development through a variety of routes. Brunei Darussalam adopts a policy mandating that all children get 12 years of schooling. This includes one year of preschool, six years of primary education, three years of junior secondary education, and two years of senior secondary education or vocational and technical education. Since 2014, the Ministry of Education (MOE) has increased parent education via the School and Family Engagement (SAFE) Program in all pre-schools, allowing parents to be actively engaged in their children's literacy development.

Brunei Darussalam has also implemented the Volunteer Teacher Assistant Program, which allows volunteers to be put in schools to help preschool instructors so that all kids have access to high-quality early childhood education. Special education programs are offered in both primary and secondary public schools for kids with special needs to provide a quality inclusive education for everyone. Over 2,014 children with special needs are now enrolled at the school.

Brunei Darussalam also participated in the Organization for Economic Co-operation and Development (OECD) Program for International Student Assessment (PISA) for the first time in 2018, comparing its students' abilities in Reading, Mathematics, and Science with those of 79 other nations and economies. Brunei Darussalam placed third in all areas of PISA 2018 among ASEAN member states that participated. Brunei Darussalam was placed 60th overall for modifications and/or adjustments made to the curriculum and teaching-learning

methodologies to accommodate the requirements of these pupils so that they may realize their full potential.

Brunei Darussalam provides postsecondary students with a variety of alternative programs that cater to their talents and interests. The local institutions, UBD, UTB, and UNISSA, provide a variety of undergraduate and graduate degree programs. Both UBD and UTB are new institutions that were recently placed well in the QS World University Rankings and QS Asian University Rankings, reflecting their growth and development. Brunei Darussalam has implemented several measures to improve and increase the quality and level of education. Brunei Darussalam's Ministry of Education (MOE) has implemented the Brunei Teachers' Standards, a set of teaching competencies meant to enhance the quality of teaching to increase student success and the overall quality of education in Brunei Darussalam.

To monitor its progress in promoting inclusive and equitable education quality, the Teacher Performance Assessment is used as a performance descriptor for teaching abilities, while SATs are utilized to assess student accomplishment and learning in reading and numeracy. minimal eligibility conditions for scholarships. In 2018, the Technical and Vocational Education Scholarship Program was created to enable school leavers with a level 3 'O' or below with extra academic possibilities to continue their education. Brunei Darussalam's Voluntary National Review Report to the United Nations High-Level Political Forum Ministry of Education has just created IMPROVING TEACHER QUALITY. Brunei Darussalam has implemented several measures to improve and increase the quality and level of education.

Brunei Darussalam's Ministry of Education (MOE) has created the Brunei Teacher Standards, a set of teaching competencies meant to improve the quality of teaching to increase student success and the overall quality of education in Brunei Darussalam. Department of Educator Management to ensure the Ministry provides highly skilled and successful human resources (teachers, principals, and specialists) through comprehensive and robust human resource management focusing on four domains: I Development and implementation of a rigorous and comprehensive teacher selection and recruitment process; ii) Strategic deployment and redeployment of teachers and school leaders based on needs and priorities; iii) Career advancement opportunities for teachers and school leaders; and iv) Professional development opportunities for teachers and school leaders.

Education Policy in Support of Indonesia's SDGs

In the provinces of West Java and East Java, the policy of adopting SDGS in Indonesia in the area of education to realize excellent

education can be seen. Based on the report on the regional action plan for sustainable development goals (SDGs), and to promote the attainment of SDGs, the West Java regional administration has developed numerous objectives, including 1). Enhance opportunities for free, egalitarian, and high-quality lifelong learning for everyone, leading to the attainment of effective and relevant learning. To attain excellent education in West Java by 2030, all girls and boys must have access to high-quality early childhood development and care, nurturing, and pre-primary education to be prepared for primary school. Literacy and numeracy abilities are still an issue in developing nations; thus, by 2030, the goal is to guarantee that all adolescents and a set percentage of adults, both male and female, have these skills. To achieve quality education in West Java by 2030, it is intended to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for vulnerable communities, such as persons with disabilities, indigenous peoples, and children living in precarious circumstances. The adoption of teacher certification is a process of ongoing teacher self-improvement to improve the quality of learning. This demonstrates that the average scores of certified teachers on the Teacher Competency Test (UKG) are higher than those of non-certified teachers, regardless of whether they are civil servants (PNS), permanent foundation teachers (GTY), non-permanent teachers (GTT), or regional honor teachers (Honda).

The Current State of Education in Indonesia

In this age of technological advancement and globalization, education is crucial to the success of every person. Since education may alter a person's personality and character, it can also alter a nation for the better, make it more sophisticated and qualified, and increase the quality of its people resources (Human Resources). Based on the belief that education is a crucial aspect of human existence, particularly in Indonesia, which is one of the prerequisites for nation-building. Education is also one of the tools for constructing an Indonesian civilization based on its cultural values. This study aimed to obtain data from previous studies on the relevance culture of Islamic economic principles and democracy and welfare based on the Pancasila ideology(Guritno et al., 2023).

In comparison to other nations, the quality of human resources in Indonesia is now relatively poor. In terms of both facilities and infrastructure, the current state of education in Indonesia is still rather concerning. Some of its citizens have not fulfilled their right to obtain a proper education, as stipulated in the 1945 Constitution article 31 paragraph 1, which states, "Every citizen has the right to education." Based on this, it is very clear that every Indonesian has the right to obtain a proper education, and that doing so can be advantageous for

individuals and the future development of a nation. Meanwhile, in min- imizing and handling greenhouse gas emissions, the highest weight is found in the amount of fuel used in Fresh Fruit Bunch (FFB) shipments of 54.07%(Rosyidah et al., 2022).

According to a study conducted in different regions remote from the capital, there are still several unusable school buildings. In certain regions of Indonesia, there are still many schools that are not at all fit for teaching and learning. In several regions, there is still significant damage to structures and a shortage of educational resources such as books and teachers. In certain regions, school fees are still too high, preventing less affluent individuals from attaining a secondary education, and others from attending school at all. This occurs because the education system in Indonesia remains unequal and optimally functional. To meet the needs of the public, the government has provided an official financial institution, which is subject to a certain series of administrations with all the calculations(Sungkawaningrum et al., 2022).

The school system in Indonesia is plagued by several issues, resulting in a deplorable standard of education. The poor education system in Indonesia is shown by the inadequate education management sector, the imbalance of educational facilities and infrastructure between urban and rural regions, the lack of government assistance, and the very low learning assessment criteria. To the belief that the national education system in Indonesia is confronted with a variety of problems, and that education in Indonesia cannot provide solutions to problems about the development of education and the formation of life skills, educational institutions in Indonesia remain highly dependent on developed nations and are not necessarily appropriate or relevant to Indonesia's cultural background. Thus, the state of education in Indonesia hurts the people of Indonesia. When it comes to education, the COVID-19 epidemic has had a major effect, particularly on distance learning techniques that must be completed online(Andiyan et al., 2021).

Indonesia considers the Philippines to be one of the archipelagic nations with the most obstacles to achieving fair education, particularly when the Covid-19 epidemic infiltrated Indonesia. Education during this period, particularly in Indonesia during the pandemic, has had a significant influence on the state of education in Indonesia for pupils with little information technology proficiency. These limitations have a significant impact on teaching and learning, since many instructors and students lack the necessary technologies, such as mobile phones and laptops, to engage in online learning, and internet connection in many regions of Indonesia is still inadequate. The belief is that the Internet network in distant parts of this nation is

not yet extensive and uniformly disseminated, not all elementary and secondary schools have access to the Internet network. This naturally worsens the present state of education in Indonesia, particularly for disadvantaged students who chose to leave out and are compelled to work to make ends meet during the epidemic.

The current condition of education in Indonesia must be improved to provide all residents with a decent education. The government must also be willing to improve the quality of education in Indonesia, including the quality of learning, the availability of adequate facilities, the caliber of teachers, and the implementation of a curriculum that is up-to-date, given that the curriculum in Indonesia lags far behind that of other nations. In enhancing the quality and quality of education in Indonesia, students have the right to get an education tailored to their interests and skills, allowing them to receive a worthwhile education. Based on this, teachers also have a responsibility to enhance the quality of education in Indonesia, since competent students are born of qualified instructors. To increase the quality of education in distant places that lack access to technology, therefore, skilled instructors are necessary nowadays.

Since independence, the number of primary and secondary education institutions in Indonesia has continued to rise, but 75% of schools in certain regions of Indonesia do not meet the criteria for minimal education services and are ranked among the 10 lowest-performing nations on The Learning Curve meta in 2013(Karlimah, 2015). According to a UNESCO survey, Indonesia's education quality ranks 64th out of 120 nations worldwide. Physical violence in the educational setting is still prevalent, particularly physical violence perpetrated by students against other students and sexual violence that is pervasive. To combat these circumstances, the Sustainable Development Goals (SDGs) initiative, in which Indonesia is a participant, will serve as the foundation for enhancing the quality of education worldwide. Increasing education for the people of Indonesia would facilitate the attainment of the Sustainable Development Goals, one of which is to enhance the quality of Indonesia's human development index.

Sustainable Development Goals in Education

The genesis of the Sustainable Development Goals may be traced back to the 1987 report titled "Our Common Future" written by Norwegian prime minister Harlem Brundtland. He demonstrated that the difficulty of development in society is the allocation of scarce human resources. The Sustainable Development Goals (SDGs) are a continuation of the Millennium Development Goals (MDGs), which were formally endorsed as an agreement for global development on September 25, 2015, at the United Nations headquarters by the

governments of numerous UN member states. Under the topic "Transforming Our World: A Sustainable Development Agenda for 2030."

The MDGs are accountable for attaining important development objectives in both developed and developing nations. The MDGs' objective in the sphere of education is to guarantee that all children get a basic education; based on the outcomes, 94.7% of the target of children obtaining primary school education has been met. With the conclusion of the MDGs program in 2015, it is believed that the Sustainable Development Goals (SDGs) will ensure that the successes of the MDGs program continue to improve.

This SDGs program has 17 goals; including (1) overcoming and ending global poverty, (2) ending hunger and meeting food needs by increasing nutritional resources, (3) ensuring a healthy and prosperous life for all ages, (4) quality education, fair, equitable, and lifelong learning opportunities for all ages, (5) gender equality, (6) ensuring clean water and sustainable sanitation for all, (7) providing affordable, modern access for all, and also (8) introducing sustainable consumption and production patterns.

According to the view that the SDGs are more inclusive, including many parties and communities, since this program is globally applicable, all nations have a moral commitment to accomplish the SDGs' objectives and targets. As a continuation of the MDGs program, the SDGs are intended to create a suitable development issue. The SDGs play a role that is equitable for all developed, developing, and less developed nations. The Sustainable Development Goals (SDGs) is a program that aims to sustain the advancement of people's economic well-being and quality of life in connection to education. Education may have an impact on achieving sustainable development. Education objectives are utilized as a springboard to stimulate the goals and targets of this SDGs program. Improving education in Indonesia would push the attainment of the 17 SDGs goals, one of which is to establish a quality nation via quality and appropriate education.

Attempts to Enhance the Quality of Education in Indonesia in Light of the Study of Sustainable Development Goals (SDGs)

In the current era of the all-modern industrial revolution 4.0, the implementation of education is a challenge for many countries, including Indonesia, to build a quality education system, humanize people, be easily accessible, and be evenly distributed, given that the education system in Indonesia is still less widespread and there are still a large number of people who cannot exercise their rights to education and a decent life. In the sphere of education, industrial revolution 4.0 is a reaction to generating creative and inventive persons. With the

Sustainable Development Goals (SDGs) established by the United Nations General Assembly on the 2030 Development Agenda, it is believed that education-related issues in Indonesia may be resolved. Indonesia's education implementation continues to be plagued by several issues, resulting in the downfall of the national education system.

According to the opinion, the decline of education in the State of Indonesia is due to several factors, including (1) the government's lack of intention and seriousness in handling education until the implementation of the curriculum is inactive (stagnation); (2) political interference in the world of education, which will have an impact on the neutrality of academia and the objectivity of science; and (3) the orientation of the education sector towards service functions. (4) Weak Human Resources (HR) education managers may result from the aforementioned issues.

To achieve the goals and strategies of the Sustainable Development Goals and to solve educational problems in Indonesia, Indonesia must pay attention to several factors in the implementation of education. To the opinion expressed in the Indonesian presidential regulation No. 59 of 2017 regarding the Implementation of Achieving the Sustainable Development Goals, several important factors must be considered in education in Indonesia to create quality and quality education. This is mentioned in Global Goal 4, which is to guarantee and provide a quality, egalitarian, and inclusive education and to promote lifelong learning opportunities for everyone.

Using the Sustainable Development Goals' fourth aim of guaranteeing excellent, equitable, and comprehensive education and offering opportunities for lifelong learning for everyone by 2030 as a plan to increase the quality of education, namely:

1. By 2030, all boys and girls will be assured of free, quality, equitable primary and secondary education that is aimed at achieving effective and relevant learning.

2. By 2030, all boys and girls will be guaranteed opportunities for the development and care of children under five, as well as quality pre-primary education, so that children will be ready for primary education.

3. By 2030, ensure that all girls and boys have equal opportunities for technical and vocational education, including quality and affordable universities.

4. By 2030, substantially increase the number of youth and adults with appropriate skills, including technical and vocational skills, as well as decent work & entrepreneurship.

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5. By 2030, eliminate gender disparities in education and support equal portals for all levels of education, vocational, and training, for vulnerable communities such as persons with disabilities, indigenous peoples, and children in vulnerable conditions.

6. By 2030, it is guaranteed that all adolescents and certain groups of adults, male and female, have literacy and numeracy skills.

7. By 2030, ensure that all students gain the knowledge & skills necessary to enhance this sustainable development program through education for sustainable development, human rights, gender equality, promotion of a culture of peace and non-violence, respect for cultural diversity, and global citizenship and cultural participation in sustainable development.

8. Establish and promote facilities for good and child-friendly, disability- and gender-friendly education, providing a comfortable, safe, effective, non-violent learning environment for all.

9. In 2030, globally substantially increase the number of scholarships for developing countries, especially less developed countries, small island developing states, and African countries to enroll in higher education, including vocational training, information communication technology, engineering and science, and technical programs, in some developed or developing countries.

10. By 2030, substantially increase the number of qualified teachers including international cooperation for teacher training in developing and least developed countries and small islands.

Based on the research results of the SDGs Implementation Strategy to improve the quality of education in Indonesia in several regions, several targets have been set to achieve the SDGs strategy in improving the quality of education at point 4 including: (1) ensuring access to care for children who have not yet reached primary school age, primary education and secondary education, and vocational education that includes affordable and weighty universities; (2.) ensuring access to care for children who have not yet reached primary school age, primary education and secondary education, and vocational education that includes affordable

Based on this, for Indonesia's education policy to accomplish the SDGs and enhance the quality of education, which has only happened in a few provinces, the governments of several other provinces should follow suit so that the quality of education in Indonesia is equitable. Other provinces may implement SDGs by copying the policies of other nations' SDGs initiatives. The quality of education in Indonesia is quite disparate, and several difficulties persist.

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To address these issues, it is strongly suggested that several other provinces engage in the success of the SDGs program to realize its plans, particularly in the area of education, so that the Indonesian State is more advanced in terms of both education and economics. Because educated individuals may transform and construct a better nation in the future. A quality nation is the product of great education and abundant people resources.

Obstacles to Implementing the SDGs Plan to Improve Education Quality in Indonesia

According to Law No.20 on the National Education System, "learning is a deliberate and planned effort to achieve an educational atmosphere and educational process so that students actively improve their potential in acquiring religious strength, self-control, personality, intelligence, good character, and skills required by themselves, citizens, nation, and country." With this perspective, it is clear that learning must be conscious of its significance and prepared carefully for the educational environment and educational process to function well.

The government continues to improve the quality of learning through a variety of policies, such as operational support for schools, teacher and lecturer certification policies, the provision of group grants, and the development of national standards governed by paragraph 19 of 2005 about national learning standards. The learning standards encompass content, procedure, labor, facilities, infrastructure, management, assessment, finances, and criteria for graduate performance.

Indeed, [17] quality education is the objective of the Sustainable Development Goals (SDGs). Yet, there are difficulties in obtaining quality learning; in this instance, the author believes that there are three challenges to enhancing the quality of learning in distant areas: access, quality, and customs.

1. Access The geographical situation in remote areas is very difficult where students and teachers need to cover a considerable distance even very far on foot, such as those tried by teachers and students in the central mountains of the region.

2. Regarding the development of infrastructure to support learning and the well-being of teachers, the level of competencies and the quality of instructors in distant locations is not at all promising. In terms of infrastructure, the vast majority of school buildings date back to the Dutch colonial period.

3. Cultural Customs

The cultural and customary aspects of implementing the SDGs program may become a stumbling hurdle. In Papua, for instance, where male children must assist their parents in the garden and female children exclusively labor in the kitchen, only the children of tribal leaders are permitted to attend school and study.

Indonesian Government Attempts to Enhancing Quality of Education

The government's job in enhancing the quality and quality of education in Indonesia is to ensure that the quality of education in each area is uniform. Each area in Indonesia has a unique characteristic that must serve as a standard for the achievement of education equality. Regional native knowledge and character are the cornerstones of the success and uniqueness of Indonesian education. It is anticipated that Indonesia would be a leader in implementing education that is both globally oriented and based on regional knowledge. Integrated learning with the presence of mulok (local content) might facilitate the assimilation of learning information by pupils via their surroundings.

As compared to other industrialized nations, the quality of education in Indonesia is still seen to be of a poor standard, since it has not yet reached its maximum level of excellence and the prior educational objectives have not been met. This is owing to the difficulty of adapting to the expansion of science and technology, as well as social, economic, cultural, and citizen factors. Thus, it is vital to equalize learning in Indonesia, such as by providing suitable facilities and infrastructure, since children in rural areas lag considerably behind those in urban areas. If no effort is made to equalize facilities, facilities, and infrastructure in the learning process or teaching and learning, it will result in student learning achievement, which can reduce student attention and enthusiasm for learning so that students' abilities are not properly channeled and developed.

According to the concept of quality, quality is defined as follows: Quality is a dynamic condition characterized by goods, services, people, processes, and surroundings that meet or exceed customer expectations. Quality is a dynamic term connected with services, products, processes, people, and regions that may meet or exceed customer expectations. According to Yushak Baharuddin, the goal of academic supervision is to enhance the teaching and learning process by providing instructors with assistance and enhancing their teaching profession.

1. Improve teaching and learning effectiveness and efficiency,

2. Organize management in the technical field of education in schools that are synchronized with the requirements and policies that have been formalized,

3. Ensure that school activities take place by the applicable requirements so that they take place easily and optimally

4. Taking into account the success of the school in the implementation of its duties,

5. Share live tutorials to correct mistakes.

Methods of supervision, educational organizational culture, and training activities are approaches that may be explored to increase teacher professionalism with supervisors. To attain their objectives, these strategies must be implemented in a directive, collaborative, or non-directive way, taking into consideration the mental maturity and dedication of the instructor. The organizational culture of learning strategy may be implemented by increasing student participation in organizations, while the teacher training approach can be implemented by training instructors individually or in groups.

In an attempt to enhance the quality of education in Indonesia, the government has implemented and assembled several initiatives aimed at meeting the United Nations' Sustainable Development Goals (SDGs) by 2030. The motivation for the establishment of the SDGs is to build a better future for all of humanity. Examples include the elimination of prejudice in poverty alleviation, environmental preservation, and equal education. The SATAP (One Roof) Program, the SM3T (Bachelor of Education in the foremost outermost impoverished regions), and Indonesia teaching Calistung (read, write, compute) programs will be covered in some of the previously indicated topics.

1. SATAP (One Roof) Program

The school-based management program executed at the One Roof School (SATAP) is a program designed by the Indonesian government to provide students who are less wealthy or less able the opportunity to experience basic education, especially primary school, and early secondary school. The program's overarching objective is to hasten the completion of 9 years of basic education and enhance the quality of primary education. Instead, the particular aims are: expanding lower learning services or enhancing the energy capacity of junior high schools in rural, dispersed, and isolated places to facilitate the usual completion of lower learning in nine years. Putting junior secondary schools closer to the primary schools that support them, and sharing

possibilities for youngsters to continue their education, as well as enhancing community engagement.

UNICEF is also implementing the SATAP Program in 120 schools in Tanah Papua to fulfill the Sustainable Development Goals (SDGs). This initiative is a 2011-2015 collaboration between UNICEF and the Government of Indonesia, sponsored by the Ministry of Foreign Affairs and Trade, to implement the SDGs in Papua's education system. The objective is to evaluate effective and long-lasting strategies for enhancing early-grade reading results. This will contribute to the development of improved learning environments where youngsters are continually and effectively engaged in research.

2. SM3T (Bachelor of Education in Frontier, Outermost, and Disadvantaged Areas) Program

The SM3T program is an initiative of the Ministry of Research, Technology, and Higher Education, and it is aligned with the Teacher Professional Program (PPG) because each SM3T participant must direct the PPG as an incentive for their commitment to educating children in the most remote, remotest, and disadvantaged areas. In addition to teaching in the classroom, instructors from SM3T also provide calistung courses after school hours, which are conducted at the teachers' mess or private houses. In this instance, the arduous labor of educators is the primary impetus for educating lives in distant locations and empowering residents to become agents of excellent learning in accomplishing Sustainable Development Goals.

With the academic expertise of SM3T teachers, it is hoped that new knowledge can be shared with the community itself; not only can official and academic learning be taught by these teachers, but also knowledge about daily life such as directing the use of soap, toothpaste, animal husbandry, agriculture, and a variety of other skills that can be shared with residents in remote areas, particularly those in mountainous regions that are extremely impoverished.

3. Calistung (Reading, Writing, Counting) Program

Calistung stands for reading, writing, and counting, while calistung refers to the lowest level of persons who can read and write. Several experts believe that the significance of calistung to assist communication in the form of reading, writing, and numbers stems from the fact that this calistung is more often acquired in formal education.

Conclusion

It can be argued that the education situation in Indonesia remains worrying and is not uniformly equal across areas. The plan for reaching the Sustainable Development Goals as an endeavor to enhance the quality of education in Indonesia can be found in Goal 4, which is Quality Education that is fair and equitable and lifelong learning opportunities for all ages. In Indonesia, however, the plan has only been implemented in a few provinces, meaning that some provinces have not yet adopted the SDGs approach to enhance the quality of education in Indonesia. In its execution, there are still several hurdles, such as the difficulty of accessing schools, cultural differences, and the poor quality of teaching personnel in rural locations. The government's response consists of (1) the One Roof Program (SATAP), (2) the Program to teach in 3T regions, and (3) the Read, Write, and Count (Calistung) Program.

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