
Quality Education in Elementary Schools (SD) in the SDGs Program in Indonesia

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Abstract

This writing is to find out and explain about Elementary School Quality Education in the SDGs Program in Indonesia. The method used in this study is a qualitative study approach or using a descriptive approach where the basis of the discussion is from the results of literature studies through several book sources, scientific articles from relevant journal sources from the results of previous research in accordance with the topic of discussion. The writing of this study explains how the condition of education in Indonesia today, then juxtaposed with the SDGs Program in the field of education as well. Then the explanation of Quality Education, especially in Elementary Schools (SD) and the Innovation of State Elementary School Students to Support the Achievement of the SDGs. It is hoped that the SDGs program can overcome the problem of education quality so that it can improve its quality in order to make the Indonesian nation more advanced than the elementary school level.

Keyword: Quality Education, Elementary School, Sustainable Development Goals (SDGs).

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INTRODUCTION

Quality education is of course expected to advance the nation, not education not only as an "agent of change" for the young generation who will succeed the nation, but also as an "agent of income" to make real changes. Train them to be a reference point not only in formal education but also in the sense of education, a person must also be able to change the way of thinking and attitudes of the nation's children who will later become his followers. after that. Innovative and quality education encourages creativity, especially among the younger generation to hone their curiosity as innovators who will play an important role in the future Implementing the concept of sustainable development.

Basic education is a 9-year education that is held for 6 years in elementary schools (SD) and 3 years in high schools (SMP) or similar educational units. Elementary School (SD) is basically a social institution unit or unit that receives a mandate or certain task (*special task*) by the community to complete the first part of basic education. Primary schools as early education entities for the nation's children should strengthen their role to support the achievement of the SDGs with structured efforts, encourage concrete actions, and rally partnerships with various parties to participate in solving various problems in development. With this, schools not only aim to transfer knowledge and skills to students, but also play an active role in encouraging students to apply their knowledge to help solve development problems. State Elementary Schools as development actors can also play a role in reducing various development problems within the framework of the Sustainable Development Goals (SDGs).

To overcome this, the implementation of *the Sustainable Development Goals* (SDGs) program, including in Indonesia, aims to improve and advance human welfare, including improving the quality of the education sector (Humaida et al., 2020). The Sustainable Development Goals are a follow-up to the Millennium Development Goals, or the Millennium Development Goals, which apply to more developed or less developed countries. One of the strategies in the implementation of the SDGs in the field of education is the fourth goal, which is "ensuring equal distribution of education and inclusion and supporting lifelong learning opportunities for all". Therefore, it is hoped that the implementation of this program can improve the quality of education in Indonesia.

Based on the results of previous research by (Safitri, 2022), namely on Efforts to Improve Quality Education in Indonesia: Analysis of the Achievement of *Sustainable Development Goals* (SDGs) has been widely discussed in the SDGs Achievement Strategy as an Effort to Improve Quality Education in Indonesia. This study has a difference from the study, where the previous study discussed how the strategy of the SDGs in an effort to improve the quality of education in Indonesia which is a developing country that still has several problems in the condition and quality of education that is not fully adequate and equitable. Then look at the current state of education and how the role of the government in overcoming obstacles to improve the quality of education in Indonesia, while this study discusses how quality education, especially at the elementary school level, contributes to the *Sustainable Development Goals* program (SDGs) in Indonesia. This research is expected to provide benefits for the public to know what Quality Education for Elementary Schools (SD) is from the SDGs program which also aims to improve the quality of education in Indonesia. This research is also expected to provide information and knowledge about the SDGs program in the field of education.

METHODS

This study uses qualitative research or a descriptive approach where the discussion is based on the results of literature review through various sources of books, scientific articles from journal sources that are relevant to consistent previous research results. topic of discussion. The descriptive approach (Safitri, 2021) is a research whose material results are in the form of a description of problems related to the subject providing an overview of what happens in real life. In conducting this research, the goal is to obtain the right information and data by focusing on literature research, obtaining materials, sources and supporting evidence from the topics discussed. The technique used in this study is literature review based on previous research data in several reputable journals and the results are reviewed and analyzed as supporting materials. After the data is collected, conclusions are drawn in response to the results of the discussion

RESULTS & DISCUSSION

Result

There are several problems in the Indonesian education system that cause the low quality of education. The low level of Indonesia's education system is caused by the weak education management sector, inequality of educational facilities and infrastructure in many urban and rural areas, low government support and assessment of learning levels. which is still very low. According to Opinion (Herlambang, 2018), Indonesia's national education system faces various problems, so that in the end Indonesian education cannot provide

solutions to problems related to education, life skills education and Indonesian educational institutions depend and for developed countries should not depend on and for developed countries. according to or material with the background of Indonesian culture. As a result, the educational situation in Indonesia has a bad impact on the Indonesian people themselves.

According to (Arkiang, 2021), Indonesia is one of the archipelagic countries that faces many challenges in achieving equal distribution of education, especially when the Covid-19 pandemic hit Indonesia. Education at that time, especially in Indonesia during the pandemic, greatly affected the educational situation in Indonesia, some students had limited knowledge about information technology. These obstacles greatly affect the teaching and learning process because only a few teachers and students use limited devices such as cellphones or laptops to participate in online learning, not to mention that the use of the internet in many regions of Indonesia is still limited because it is still limited. . According to the opinion (Aji, 2020), in this remote part of the country, the internet network has not been widespread and evenly distributed, not all educational institutions, both elementary and secondary schools, are able to use the internet network. Of course, this further weakens the education situation in Indonesia, especially for some underprivileged people who have to drop out of school and work to meet their living needs during the pandemic.

The education situation in Indonesia still needs to be improved to provide quality education for all citizens. The government must also be ready to improve the quality of education in Indonesia, improve the quality of learning, adequate facilities, the quality of teachers and the implementation of the updated curriculum, because considering that the curriculum in Indonesia is still very far from other countries. In order to improve the quality and quality of education in Indonesia, students also have the right to get education according to their interests and abilities, so that students have a valuable education. On that basis, teachers also have their own role in improving quality in Indonesia, because quality teachers will produce quality students as well. Therefore, the role of professional teachers is urgently needed today, especially to improve the quality of education in remote areas where access to technology is inadequate.

DISCUSSION

Programs in the Field of Education on the Sustainable Development Goals (SDGs)

The Millennium Development Goals are responsible for achieving important development goals in developed and developing countries. The Millennium Development Goals target education, namely. H. Ensuring that all children get basic education with the result of 94.7% realized in the goal that children get basic education. (Salam et al., 2022) believes that with the end of *the Millennium Development Goals* program in 2015, the replacement program is now the *Sustainable Development Goals* (SDG) to continue the achievement of the *Millennium Development Goals program* in order to continue to develop The SDGs program includes 17 goals, namely:

- 1) Eradicate and end universal poverty,
- 2) Eradicate hunger and meet food needs from growing food sources,
- 3) Ensuring a healthy and prosperous life for all ages,
- 4) Quality, equitable education, equitable and lifelong learning opportunities for all ages,
- 5) Gender equality,
- 6) Consistent access to clean water and sanitation for all,
- 7) Affordable and modern access for all,
- 8) Empowerment of sustainable economic development, productive, inclusive work and ensuring decent work for all,
- 9) Industrial and infrastructure innovation,
- 10) Reducing inequality within the country,

- 11) Security, comfort of cities and residential areas,
- 12) More sustainable consumption and production,
- 13) Addressing climate change and its impacts,
- 14) Protection of water bodies (sea),
- 15) Restore, protect ecosystems and manage forests, reverse land degradation and halt biodiversity loss,
- 16) Providing access to justice for all,
- 17) To revitalize the global partnership and strengthen its implementation, and the 169 goals, which represent the achievement of the global goals.

The corporate program for the next 15 years, valid from 2016 to 2030, is to end poverty, protect the environment, improve the quality of education, and reduce inequality. According to the declaration (Annur, 2018), because this program is universal, the SDGs are more inclusive among various parties and communities, so that all countries have a moral obligation to achieve the goals and objectives of the SDGs. The Sustainable Development Goals as a continuation of the Millennium Development Goals are intended to identify appropriate development issues. The Sustainable Development Goals play a balanced role in all developed, developing and underdeveloped countries. The Sustainable Development Goals (SDGs) are development work programs aimed at supporting the improvement of economic welfare and the quality of life of the community in related fields, including in the field of education. Education can affect the achievement of sustainable development. The purpose of education is used as the basis for achieving the goals of this SDG program. Improving education in Indonesia encourages the achievement of the 17 Sustainable Development Goals, one of which is an effort to build a quality country through quality. and proper education.

Quality Education in Elementary Schools in the Sustainable Development Goals (SDGs) Program

Based on the results of research (Muslim, 2021) from the SDGs Implementation Strategy to improve the quality of education in Indonesia, it has been seen in several regions, to achieve the SDGs strategy in improving the quality of education at point 4, several targets have been prepared such as: (1) guaranteed access to care for children who have not entered elementary school age, primary and secondary education, and vocational education which includes affordable and weighty universities; (2) gender equality and eliminating gender similarity; (3) establishing and improving facilities for safe education and for children; (4) improving qualified teachers; (5) improving the quality and accessibility of education; (6) improving the quality of teachers and various facilities that support the education and learning process; (7) improving services specifically for education; (8) prioritizing and strengthening character education.

Based on this, for education policies in Indonesia in order to achieve the goals of the SDGs to improve the quality of education that has just occurred in several provinces, the government in several other provinces should follow this trail so that education in Indonesia can be evenly distributed in terms of quality. Other provinces can implement by imitating policies from the SDGs strategy in other countries. Considering that the quality of education in Indonesia is completely uneven and there are still many problems that occur. To overcome these problems, it is highly recommended for several other provinces to participate in the success of the SDGs program to achieve their strategies, especially in the field of education so that the State of Indonesia is more advanced, both in terms of education and its economy. Because educated humans can change and build a country for the better in the future. A quality country is born from quality education and high human resources.

The purpose of education will be the foundation of the government's efforts to encourage the achievement of sustainable development goals and objectives in the era *of the*

Sustainable Development Goals (SDGs) until 2030 based on the direction from the UN Forum which was agreed on August 2, 2015. Improving education for the Indonesian people will spur the achievement of other goals and objectives in the 17 SDGs, especially to increase Indonesia's human development index. So it is hoped that the role of education will be able to increase Indonesia's competitiveness in supporting the 2030 SDGs. With the target,

1. By 2030, ensure that all girls and boys complete free, equitable, and quality primary and secondary education, leading to relevant and effective learning outcomes.
 - 1) By 2030, it must be ensured that all girls and boys have the opportunity to access quality early childhood education, pre-school education and care, so that they are ready for primary education.
 - 2) By 2030, it must be ensured that all students acquire the knowledge and skills necessary to promote sustainable development, including but not limited to sustainable development and lifestyles, human rights, gender equality, promoting a culture of peace and non-violence, through global education. Citizenship and respect for cultural diversity and cultural contribution to sustainability.
 - 3) Build and improve educational institutions that are child-friendly, disability and gender friendly and provide safe, non-violent, inclusive and effective learning environments for all.
 - 4) By 2020, the number of scholarships for higher education, including vocational training, information and communication technology, engineering programs, engineering and science programs in developed countries and other developing countries around the world should be significantly expanded to developing countries, especially less developed countries, archipelagos. developing countries and African countries.
 - 5) By 2030, the provision of qualified teachers must be significantly improved, for example through international cooperation in teacher education in developing countries, especially in less developed countries and small island developing countries.

The students of the Trakindo Generation (Trakindo Education Transformation Movement) program, a *Corporate Social Responsibility* program for the development of basic education from PT Trakindo Utama which is implemented in several public elementary schools in Indonesia, have worked hard to produce various solutions relevant to the SDGs, especially for Goal 3. Healthy and Prosperous Life, Goal 6. Clean Water and Proper Sanitation, and Goal 12. Responsible Consumption and Production through research and development activities that they have carried out with the assistance of teachers in *Challenge Based Learning* activities . *Challenge Based Learning* which is carried out at Trakindo's partner schools is an effort to strengthen character education and STREAM (*Science Technology Reading, Writing, Engineering Arts and Mathematics*) skills in learning activities in Public Elementary Schools in Indonesia.

The following are the innovations of public elementary school students to support the achievement of the SDGs:

1. Automatic Hand Washing Equipment Equipped with Wastewater Treatment Features by Students of SDN 01 Tongo, West Nusa Tenggara. The students at SDN 01 Tongo, West Nusa Tenggara accompanied by their teachers and parents and assisted by welders, they have come up with a real solution to maintain the health of school residents with an

Automatic Hand Washing Device (to dispense hand soap, water and dryer) that can be moved and equipped with a wastewater treatment feature so that the water discharged from the washing machine becomes harmless to the environment.

2. Innovation of School Waste Bank and Dayak Onion Herbal Medicine by Students of SDN 04 Ketapang Sampit, Central Kalimantan. The students at SDN 04 Ketapang Sampit, Central Kalimantan, also produced a definitive solution to reduce problems related to waste and environmental issues relevant to Goal 12. Responsible Consumption and Production is by developing a Waste Bank in schools. In addition, they also produce other innovations to improve health that are relevant to Goal 3. Healthy and Prosperous Life is the Dayak Onion Herbal Medicine which has a function to increase the body's immunity during the pandemic.
3. Low-Cost Air Purifier Made by Students of SDN 005 Sekupang Batam, Riau Islands. To support the implementation of learning during the pandemic, the students of SDN 005 Sekupang Batam, Riau Islands, accompanied by the Health Office and Electronic Technicians from PT Valeo Manufacturing Batam, developed a low-cost Air Purifier or Room Air Purifier with materials that are easy to find around us. This tool is useful for cleaning the air in the classroom so that students can reduce the risk of contracting the Covid-19 virus in addition to anticipating it by wearing masks when implementing learning in the classroom. The biggest challenge in creating this tool was when the students assembled the filters and found the appropriate dimensions for the tool to function properly.
4. Natural Hand Sanitizer Based on Coenzymes by Students of SDN 008 Loa Janan Ilir Samarinda East Kalimantan. Students at SDN 008 Loa Janan Hilir, Samarinda, East Kalimantan, accompanied by their teachers, have made an innovation in a cheap and environmentally friendly Hand Sanitizer health product made from coenzymes to kill germs and bacteria. This solution was developed to help schools provide hand sanitizers to support the implementation of learning during the pandemic.
5. Herbal Hand Soap from Moringa Leaves by SDN Inpres Ujuna Palu Central Sulawesi. SDN Inpres Ujuna Palu Central Sulawesi, accompanied by their teachers, has developed a health innovation product in the form of environmentally friendly hand soap, made from moringa leaves. This hand soap serves to clean hands from germs and bacteria, as well as to help schools provide laundry soap to support the implementation of learning during the pandemic.
6. Simple Water Purifier by SDN SN Pelambuan 04 Banjarmasin, South Kalimantan. To overcome the availability of water used for hand washing in their school, the students of SDN SN 04 Banjarmasin South Kalimantan made a simple water purifier using materials that are easy to find around them. With this tool, school residents can use the river water near the school which was previously dirty and can be used to wash their hands. This tool really helps schools provide clean water for washing hands during learning during the pandemic.

Various innovative products made by students as a result of the collaboration of teachers and parents as well as collaboration with various parties are very useful as an effective solution to support schools in providing various facilities and infrastructure to carry out learning during the pandemic. By using a variety of inexpensive and easy-to-find materials and tools, students succeed in creating useful solutions to solve existing problems. The above example is clear evidence that schools can also be involved in solving health, social, economic and environmental problems in accordance with the Sustainable Development Goals (SDGs).

CONCLUSION

The Sustainable Development Goals (SDGs) are presented to continue the achievements of the MDGs program so that it continues to improve. The SDGs program contains 17 goals, namely (1) overcoming and ending poverty that occurs everywhere, (2) ending hunger and meeting food needs in increasing nutritional resources, (3) ensuring a healthy and prosperous life for all ages, (4) Quality, fair, equitable education and lifelong learning opportunities for all ages, (5) gender equality, (6) ensuring the availability of clean water and sustainable sanitation for all, (7) affordable, and modern access for all, (8) introducing sustainable economic development, productive and inclusive work, and ensuring decent work for all, (9) industrial and infrastructure innovation, (10) reducing inequality in the State, (11) making cities and settlements inhabited by humans safe and comfortable, (12) sustainable consumption and production, (13) to address climate change and its impacts, (14) conserving (sea) waters, (15) restoring, protecting, ecosystems and managing forests, reversing land degradation and halting the loss of some diversity, (16) providing equitable access for all, (17) revitalizing global partnerships and strengthening their implementation, as well as 169 targets that

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