



Future Thinking of Culture of Indonesia Education Towards The Attainment of SDGs

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Abstract. This study aims to describe level of integration of key elements of active and responsible global citizenship in the curriculum of Indonesian education institutions necessary to make the students as partners in the attainment of Sustainable Development Goals (SDGs). Besides the aims to describe of level of manifestation of the benefits of integrating the SDGs among lecturers/faculty members and education institutions. The implementation of this study was carried out in Indonesia such as from several universities in Sumatra and Java as perceived by the lecturers and academic administrators as the research subjects, which were selected by random sampling technique. This research used descriptive research methods. This research developed of instruments such as questionnaires, and documentation. The data were analyzed using descriptive techniques. The sampling technique in this study was taken using simple random sampling from all faculties from five universities in Indonesia with 43 lecturers and 29 administrative staffs respectively, so the total sample is 72 respondents. Based on the results and discussions, lecturers and administrative staff from educational institutions in Indonesia that the level of integration of the main elements of active and responsible global citizenship in Indonesian educational institutions is needed to involve students as partners in evaluating the Sustainable Development Goals (SDGs) is high. In addition, regarding the benefits of integrating SDGs between students, lecturers/faculties educational institutions, and the communities. The average opinion of lecturers and administrative staff for students, lecturers, and administrative staff, as well as for the communities, is also high. The two factors above are essential for the mindset of Indonesia's cultural future education toward achieving SDGs. This research is limited to the results of the questionnaire analysis from Indonesian lecturers and administrative staff. Therefore, it is hoped our research can collect data from other Southeast Asian lecturers and staff administrations opinions to develop an investigation related to future thinking of the culture of Southeast ASEAN Education towards the attainment of SDGs.

Keywords: Future thinking · Culture of education · SDGs

1 Introduction

One of the significant world plans carried out by the United Nations since 2015, named after the previous Millennium Development Goals (MDGs) program, ended at the 2010 UN Summit on MDGs. The post-2015 world development plan was formulated. The main driving force behind the preparation of the post-2015 development agenda agreed upon at the United Nations (UN) General Assembly on September 2015, the Sustainable Development Goals (SDGs) aim to maintain a sustainable improvement in the economic welfare of the community, strengthen the sustainability of community social life, maintain environmental quality as well as inclusive and sustainable development. SDGs are development that supports sustainable improvement in the economic welfare of the community. This product strengthens the sustainability of community social life, development goals that keep environmental quality, and development that ensures justice and the implementation of governance that can support an increase in the quality of life from one generation to the next or next generation. Government performance can preserve the quality of life from one age to the next.

The Sustainable Development Goals (SDGs) are one of the significant world agendas the United Nations has carried out since 2015, named after the previous Millennium Development Goals (MDGs) program ended at the 2010 UN Summit on MDGs. The post-2015 world development plan was formulated. The main driving force behind the preparation of the post-2015 development agenda agreed at the United Nations (UN) General Assembly in September 2015, the SDGs aim to maintain a sustainable improvement in the economic welfare of the community, maintain the sustainability of community social life, maintain environmental quality as well as inclusive and sustainable development implementation of governance that can support the improvement of the quality of life from one generation to the following [1].

Sustainable Development Goals (SDGs) are a program in development efforts to maintain the improvement of economic welfare and the quality of life of the community in a related way, including in the field of education. According to Amedi, 2018, several causes of the decline in education in Indonesia such as (1) the lack of government participation in dealing with education causes the implementation of the curriculum to be inactive (stagnation), (2) political interference in the world of education affects the neutrality of the academic space and the objectivity of science, (3) orientation in the field of education focuses on the function of services until it is considered that when there is an educational system and facilities, it is considered that the obligation of a country has been completed in fulfilling the rights of the people, (4) the weakness of Human Resources (HR) [2].

Sustainable Development Goals (SDG's) are development that maintains sustainable improvement in the economic welfare of the community, a development that maintains the sustainability of community social life, a development that maintains environmental quality, and development that ensures justice and the implementation of governance that is able to maintain an increase in the quality of life from one generation to the next to next generation.

The SDGs contain 17 global goals and targets for 2030 which were declared by both developed and developing countries at the United Nations (UN) General Assembly in September 2015. The use and mention of the term Sustainable Development

Table 1. Pillars of SDGs'

No	Pillar	Covering Goals
1.	Social development	1,2,3,4,5
2.	Economic development	7,8,9,10,17
3.	Environmental development	6,11,12,13,14,15
4.	Legal development and governance	16

Goals (SDGs) is relatively popular globally and has been socialized through various forums, coordination, activities communication, advocacy, and media coverage. They are namely (1) No Poverty; (2) No Hunger;(3)Healthy and Prosperous Life; (4) Quality Education; (5) Gender Equality; (6) Clean Water and Proper Sanitation; (7) Clean and Affordable Energy; (8) Decent Work and Economic Growth;(9) Industry, Innovation and Infra structure; (10) Reducing Gaps; (11) Sustainable Cities and Settlements; (12) Responsible Consumption and Production; (13) Climate Change Management; (14) Ocean Ecosystems; (15) Mainland Ecosystems; (16) Peace, Justice and Strong Institutions; (17) Partnership to Achieve Goals. Efforts to achieve the SDGs targets area national development priority, which requires a synergy of planning policies at the national level and the provincial and district/city levels (Table 1).

To facilitate implementation and monitoring, the 17 Goals and 169 targets of the SDGs are grouped in to four pillars, namely:

Although divided into four pillars, but each pillar in the implementation the four pillars are interrelated and support each other.

SDGs are development that maintains sustainable improvement in the economic welfare of the community, a story that supports the sustainability of questionnaire data recapitulation of community social life, a result that maintains environmental quality, and development that ensures justice and the implementation of governance that can hold an increase in the quality of life from one generation to the next generation. The SDGs contain 17 global goals, such as targets for 2030, declared by both developed and developing countries. One of them is the issue of quality education. Education is one of the foundations of the progress of a nation. *Education* is an important issue considering that education will affect the progress and quality of life of a nation. The better quality of education held by a government, it will be followed by the better quality of the government. A knowledge and information related to what is meant by “Sustainable Development Goals” known as “SDGs have not been implemented or have not been appropriately socialized in the community’s life. Where in the life of some people may have heard the term sustainable development. However, they do not understand what the SDGs mean and what things should be done to realize and support them.

The discussion activity with the theme “Challenges of Implementation of Sustainable Development Ideas in National and Regional Perspectives.” From these activities, Oekan S. Abdoellah in expressed his opinion “The Indonesian government has launched the issue of sustainable development since 1987. Until now, the issue is still limited to

discourse and “rhetoric” [1]. So, it can be concluded that the issue of sustainable development is more of a subject of discussion and discourse at the government, regional, and community levels. Therefore, the existence of international activity, namely SDGs, is helpful to be a reference in preparing national development plans in a particular country that is involved in this activity.

There are global challenges, levels of poverty, and natural disasters, as well as the level of education. Many global challenges create heavy pressure, if not overcome, in overcoming many difficulties; without a global commitment that aims to change the usual pattern of development, it will undoubtedly have an impact on problems in carrying out a change that will be carried out.

Education is one of the objectives of the SDGs activities. In line with the opinion of UNCED (1992), “Education is essential to promote sustainable development and increase the capacity of society to solve environmental problems” [5]. In line with the opinion of Yama, In creating solutions to the mechanical understanding that causes environmental problems, social institutions such as economics, politics, and education work together [4]. However, apart from this organic and holistic approach, is a need for a ‘holistic change in understanding and attitude.’ In agenda 21, delegate part of the actions needed for sustainable development for education.

Education is essential for everyone who aims to educate and develop their potential within themselves. By growing and developing, each individual can have creativity, broader knowledge, a good personality, and become a responsible person. Education is a process of changing the attitudes and behavior of a person or group of people to mature human beings through teaching and training efforts. Instilling early education is crucial and should not be ignored. Education is not only focused on lessons according to curriculum, such as mathematics, and history, but also on character development. With proper education, a person will be trained to have a good personality, following society’s expectations. Through education, a person will have the opportunity in the future to get a better life. Given the importance of education, this article will only discuss the SDGs, which focus on quality education.

Education is essential for everyone who aims to educate and develop their potential within themselves. By growing and developing, each individual can have creativity, broader knowledge, a good personality, and become a responsible person. One of the reasons for the importance of our thinking about the SDGs considering that Indonesia is one of the 4th most populous countries in the world after China, India, and the United States. Indonesian citizens should know about the SDGs, especially lecturers such as university scientists and administrative staff. It is appropriate for administrative staff to know about the SDGs who are on campus.

Some of the research related to SDG’s that have been carried out by researchers are generally related to the goals of SDGs. While others link futures thinking of the industry and government to SDGs, some studied about science instruction or research and innovation and SDGs. No study yet about futures thinking culture towards the attainment of SDGs in the point of view of academic administrators and lecturers in Southeast Asia.

This research aims to describe the future thinking culture of Southeast Asia educational institutions in Indonesia towards achieving SDG. Which specific aims are the

following: 1) to describe level of integration of key elements of active and responsible global citizenship in the curriculum of Indonesia education institutions necessary to make the students as partners in the attainment of Sustainable Development Goals 2) to describe the future thinking culture level of manifestation of the benefits of integrating the Sustainable Development Goals among the students, lecturers/faculty members and education institutions, and the community.

2 Method

This study was conducted using the descriptive research method. Descriptive research aims to describe a complete social phenomenon or to explore and clarify social reality by defining the variables related to the formulated problem. This type of research is a descriptive study using a survey method. Furthermore, the survey research method is intended for research in which the primary data source and information are obtained from respondents as the research sample using a questionnaire. In this case, the questionnaire is the main instrument for data collection. The survey method is also intended as an investigation to obtain data and facts on the problem to which you want to find answers. In this study, the data and facts about the future thinking culture of Southeast Asian education institutions will be sought from academic administrators and faculty members or lecturers in Indonesia. The educational administrators are the Director for Academic Affairs, Campus Deans, College Deans, and Department Chairs. Faculty members or lecturers have three (3) years of teaching experience in the current institution. The population in this study includes lecturers and academic administrators of universities in Indonesia. The sampling technique in this study was taken using simple random sampling. After collecting data, the number of research samples is 43 lecturers and 29 staff administrations.

To answer the research question using questionnaire and documentation for data collection. A questionnaire is the asset of detailed and complete written inquiries about the future thinking culture that respondents must answer. This is used in the study as the research instrument. The indicators found in Part 1 of the questionnaire on the key elements of active and responsible global citizenship in the curriculum of Indonesia education institutions are necessary to make the students partners in the attainment of SDGs' and Part 2 about the benefits of integrating the SDGs' among the students, lecturers/ faculty members, and education institutions. The community is sourced from The SDGs.'

Measurement of data analysis on a five-dimensional Likert scale was adopted as follows: very high (5), high (4), medium (3), small (2), and very small (1). Open-ended. Besides, the questionnaire is documentation. Documentation is used to collect some data needed in the form of documents. *The* Data analysis technique is categorized into two types. Data obtained from academic administrators will be presented qualitatively because the data is related to learning policies. The data provided by faculty members will be analyzed using quantitative data and usually presented in tables and graphs.

3 Result and Discussion

3.1 Result

Education is essential for everyone who aims to educate and develop their potential within themselves. By growing and developing, each individual can have creativity, broader knowledge, a good personality, and become a responsible person. Education is a process of changing the attitudes and behavior of a person or group of people to mature human beings through teaching and training efforts. Instilling early education is crucial and should not be ignored. Education is not only focused on lessons according to curriculum, such as mathematics, and history, but also on character development. With proper education, a person will be trained to have a good personality, following society’s expectations. Through education, a person will have the opportunity in the future to get a better life. Given the importance of education, this article will only discuss the SDGs, which focus on quality education.

Education is essential for everyone who aims to educate and develop their potential within themselves. By growing and developing, each individual can have creativity, broader knowledge, a good personality, and become a responsible person.

The following shows the data obtained related to the first research question, namely describe the promotion of the future thinking culture of the Indonesia Education Institutions in Indonesia by lecturers and staff administrations.

3.1.1 Level of Integration of Key Elements of Active and Responsible Global Citizenship in the Curriculum of Indonesia Education Institutions Necessary to Make the Students as Partners in the Attainment of Sustainable Development Goals

Figure 1 is about the level of integration of key elements of active and responsible global citizenship in the curriculum of Indonesian education institutions necessary to make the students partners in attaining SDGs.

There are three parts, i.e., 1) knowledge and understanding, which consist of seven items, 2) Skills, which consist of seven items, and values and attitudes consist of seven items too. To answer the research question, questionnaire and documentation for data collection. A questionnaire is the asset of detailed and complete written inquiries about

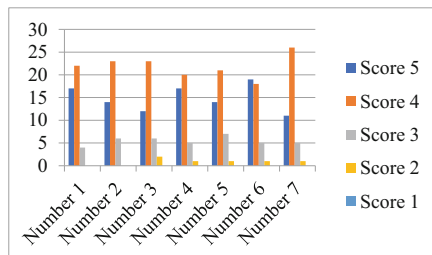


Fig. 1. Level of integration of key elements of active and responsible global citizenship in the curriculum of Indonesia education institutions

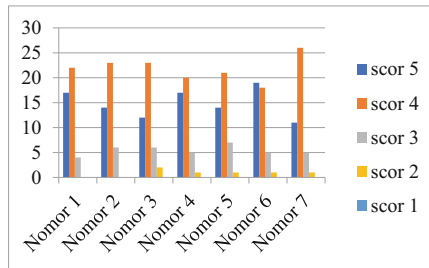


Fig. 2. Knowledge and Understanding

the future thinking culture that respondents must answer. It is used in the study as the research instrument. The indicators found in Part 1 of the questionnaire on the key elements of active and responsible global citizenship in the curriculum of Indonesian education institutions are necessary to make the students partners in the attainment of SDGs'. Part 2 is about the benefits of integrating the SDGs' among the students, lecturers/ faculty members, and education institutions. The community is sourced from The SDGs.'

The following will describe the data obtained from lecturers and staff administrations.

3.1.1.1 Knowledge and Understanding

Based on the results of the questionnaire, from the first statement, it is known that 51,2% of respondents agree that in the Indonesian curriculum, there is an integration of social justice and equity. In comparison, the lowest of 9,3% has chosen moderate. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 41.4%, and the lowest was 27.6%. Thus, it can be concluded that the lecturers agree that the Indonesian curriculum is an integration of social justice and equity (Fig. 2).

The second statement is to identify alternative futures and create new strategies to reduce risk and develop resilience; it is known that the highest score was 4 (high) with a total of 53,5%, and the lowest score has chosen 3 (moderate) with a score of 14%. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 51,7%, and the lowest was 17.2%. Thus, it can be concluded that the lecturers agree that identify alternative futures and create new strategies to reduce risk and develop resilience.

The third statement is that 53,5% of respondents agree that there is an integration of globalization and interdependence in the Indonesian curriculum, while the lowest of 4,7% has chosen low. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 48.3%, and the lowest was 27.6%. Thus, it can be concluded that the lecturers agree that in the Indonesian curriculum, there is an integration of globalization and interdependence. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 48.3%, and the lowest was 27.6%. Thus, it can be concluded that in Indonesia's curriculum, there is the integration of globalization and interdependence.

For the fourth statement, 46,5% of respondents agree that in the Indonesian curriculum, there is an integration of sustainable development, while the lowest of 2,3% has chosen low. Meanwhile, if viewed from the opinion of the administrative staff, the

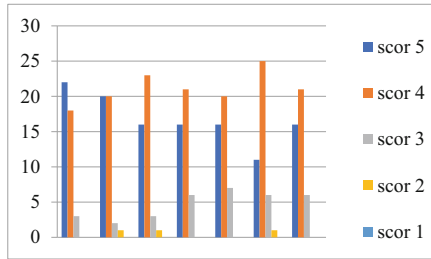


Fig. 3. Skills

highest was 55.2%, and the lowest was 27.2%. Thus, it can be concluded that Indonesian curriculum, there is an integration of sustainable development.

Based on the fifth statement, 48.8% of respondents agree that there is an integration of peace and conflict in the Indonesian curriculum, while the lowest of 2,3% has chosen low. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 37.9, and the lowest score was 24.1%. Thus, it can be concluded that there is an integration of peace and conflict in the Indonesian curriculum. Next, for the sixth statement, 44,2% of respondents chose very high that there is human rights integration in Indonesia curriculum while 2,3% chose low. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 37.9%, and the lowest score was 27.6%. Thus, it can be concluded that in the Indonesian curriculum, there is human rights integration in Indonesia curriculum.

The last statement, or the seventh, is that 60,5% of respondents agree that power and governance are high integration in Indonesia curriculum while 2,3% chose low. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 51.7%, and the lowest score was 24.7%. Thus, it can be concluded that in the Indonesian curriculum, there is agreement that power and governance are high integration into the Indonesian curriculum.

3.1.1.2 Skills

Based on the results of the questionnaire, from the first statement, it is known that 51,2% of respondents agree that in the Indonesian curriculum, there is a critical and creative thinking skills. In comparison, the lowest of 7% has chosen moderate. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 51.7% high, and the lowest score was 20.7% moderate. Thus, it can be concluded that the Indonesian curriculum, there are critical and creative thinking skills (Fig. 3).

The second statement for empathy skills, 46,5% of lecturers are even for 4 and 5 while the lowest 2,3% has chosen low. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 62.1% high, and the lowest score was 10.3% moderate. Thus, it can be concluded that in the Indonesian curriculum, that in Indonesian curriculum, there is empathy skill.

The third statements is that Indonesia’s curriculum to make self-awareness of students 53.5% of them have chosen high while the lowest 2,3% have chosen low. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 58.6%

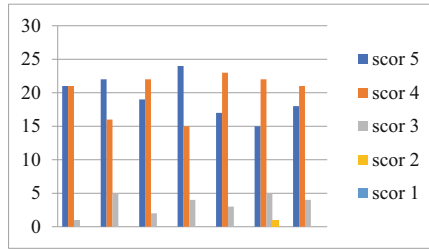


Fig. 4. Values and attitudes

high, and the lowest score was 20.7% moderate. Thus, it can be concluded that there is an empathy skill in the Indonesian curriculum.

The fourth statements is about communication skills. 48,8% of respondents have chosen high, while the lowest 14% have chosen moderate. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 48.3% high, and the lowest score was 20% moderate. Thus, it can be concluded that in the Indonesian curriculum, there are communication skills.

The fifth statements is about cooperation and conflict resolution; it is known that 46,5% of respondents have chosen high for that Indonesian curriculum necessary to make students have cooperation and conflict resolution skills while the lowest of 16,3% has chosen moderate. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 55.2% high, and the lowest score was 10.3% low. Thus, it can be concluded that students have cooperation and conflict resolution skills in the Indonesian curriculum.

In the sixth statement, 58,1% of respondents have chosen high for the ability to manage complexity and uncertainty skills, while the lowest 2,3% has chosen low. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 51.7% high, and the lowest score was 24.1% moderate. Thus, it can be concluded that the Indonesian curriculum gives students for ability to manage complexity and uncertainty skills.

From the last statements about Indonesian curriculum informed and reflective action skills from all lecturer respondents, it is known that 48,8% has chosen high while the lowest 14% has chosen moderate. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 48.3% high, and the lowest score was 20.7% moderate. Thus, it can be concluded that the Indonesian curriculum makes students informed and reflective action skills.

3.1.1.3 Values and Attitudes

Based on the questionnaire results from the first statements, it is known that 48,8% of respondents agree that sense of identity and self-esteem values and attitudes even for the 4 and 5 scale, which is very high and high. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 48.3% high, and the lowest score was 20.7% moderate. Thus, it can be concluded that the Indonesian curriculum makes students' self-esteem values and attitudes (Fig. 4).

Next, for commitment to social justice and equity values, 51,2% of respondents have chosen agree while the lowest 11,6% has chosen moderate. Meanwhile, if viewed from

the opinion of the administrative staff, the highest was 62.1% high, and the lowest score was 10.3% moderate. Thus, it can be concluded that the Indonesian curriculum makes students commit to social justice and equity values attitudes.

The third statement, it is known that 51,2% of respondents have chosen high respect for people and human rights values and attitudes while the lowest of 4,7% has chosen moderate. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 44.8% high, and the lowest score was 13.8% moderate. Thus, it can be concluded that the Indonesian curriculum makes students respect people and human rights values and attitudes.

In the fourth statement, it is known that 55,8% of respondents have chosen very high value diversity while the lowest of 9.3% has chosen moderate. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 48.3% high, and the lowest score was 24.1% moderate. Thus, it can be concluded that the Indonesian curriculum makes students value diverse values and attitudes.

In the fifth statement, 53,5% of respondents agree that concern for the environment and commitment to sustainable development, while the lowest 7% have chosen moderate. Meanwhile, from the opinion of the administrative staff, the highest was 41.4% high, and the lowest score was 24.1% moderate. Thus, it can be concluded that the Indonesian curriculum makes concerned with the environment and is committed to sustainable development values and attitudes.

The sixth statement is the commitment to participation and inclusion values and attitudes 51,2% of respondents agree while the lowest 2,3% have chosen low. Meanwhile, if viewed from the opinion of the administrative staff, the highest was 55.2.3% high, and the lowest score was 20.7% moderate. Thus, it can be concluded that the Indonesian curriculum makes students a commitment to participation and inclusion values and attitudes.

Last, 48,8% of respondents agree about the belief that people can bring about change in values and attitudes, while the lowest 9,3% have chosen moderate. Meanwhile, from the opinion of the administrative staff, the highest was 48.3% high, and the lowest score was 13.8% low. Thus, it can be concluded that the Indonesian curriculum makes students believe that people can bring about change in values and attitudes.

3.1.2 Level of Manifest of the Benefits of Integrating the Sustainable Development Goals Among the Students, Lecturers/Faculty Members and Education Institutions, and the Community

3.1.2.1 Students

According to the lecturers and staff administrations, the following are the benefits of Sustainable Development Goals to students, teachers and education institutions, and the community. Kindly rate the level of manifestation of the benefits of the integration of SDGs among the students, lecturers/ faculty members, and the community (Fig. 5).

The first statement is the acquisition of core skills and competencies, especially those related to research, developing, presenting, and responding to informed arguments. According to the lecturers, building agencies are 51.2% high while the lowest of 9,3% has chosen moderate. Meanwhile, from the opinion of the administrative staff with the

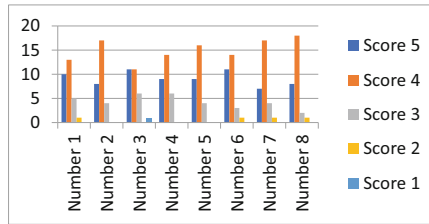


Fig. 5. Benefits of SDGs for Students

high score of 4, a total of 44%, and the lowest score of 2 with a total of 3,4%. Thus, it can be concluded that the benefits of SDGs to students are high.

The second statement is to see the links between different subjects and skills, which in turn can support them to thrive in a fast-changing labor market with; the according to the lecturers, the highest score was 4 (high) with a total of 48,8%, and the lowest score has chosen 3 (moderate) from 11,6% respondents. Meanwhile, the opinion of the administrative staff with a high score of 4, a total of 58%, and the lowest score of 2, a total of 13%. Thus, it can be concluded that the benefits of SDGs to students are high. Thus, it can be concluded that the benefits of SDGs to students are high.

The third statement is that enhanced learning across the curriculum benefits students. According to the lecturers that 44,19% of respondents that there, while the lowest 14% chose low. Meanwhile, from the opinion of the administrative staff with the high scores 4 and 5, a total of 37% and the lowest chosen score 1 with a total of 3,4%. Thus, it can be concluded that the benefits of SDGs to students are high.

For the fourth statement, 21% of lecturers agree that there acquaint students with the systems used in national and global governance and that the concept of international law benefits students. In comparison, the lowest of 16,3% has chosen moderate. Meanwhile, from the opinion of the administrative staff, the high score is four, a total of 48%, and the lowest score is three, a total of 20%. Thus, it can be concluded that it acquaints students with the systems used in national and global governance, and the concept of international law benefits for students are high.

Based on the fifth statement, 46,5% lectures agree that there is empowers students to make sense of the diverse world and local communities in which they live; and to participate in and have a say in decisions that affect them while the lowest of 14% has chosen moderate. Meanwhile, from the opinion of the administrative staff the score 4 total is 55% and the lowest score 3 a total 13%. Thus, it can be concluded that acquaints students with the systems used in national and global governance and the concept of international law benefits for students are high.

Next for the sixth statement, 53,5% lectures agree that there's deepens understanding of social science, scientific and mathematical concepts and processes by applying them to real-life contexts and data benefits for students while the lowest 11,6% chosen moderate. Meanwhile, from the opinion of the administrative staff the high score 4 a total 48% and the lowest score 2 a total 3,4%. Thus, it can be concluded that deepens understanding of social science, scientific and mathematical concepts and processes by applying them to real-life contexts and data benefits for students are high.

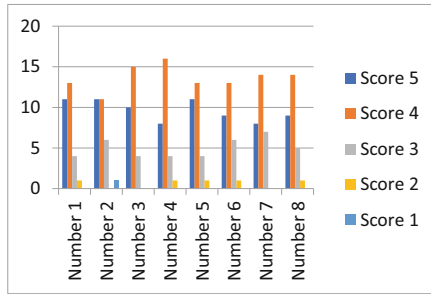


Fig. 6. Benefits of SDG's for Lecturers and Education institutions

The seventh statement it is known that 58,1% lectures agree that it's develops critical thinking and empowers students to confidentially challenge inaccurate or false assertions made by others benefits for students while the lowest of 2,3% has chosen low. Meanwhile, from the opinion of the adminis-trative the high score 4 a total 58% and the lowest score 2 a total 3,4%. Thus, it can be concluded that it's develops critical thinking and empowers students to confidentially challenge inaccurate or false assertions made by others benefits for students are high.

Last statement, 53,5% lectures agree that it can support students to feel that positive steps can be and are being taken to address global challenges and that everyone has a part to play in making progress benefits while the lowest 4,7% chosen low. Meanwhile, if viewed from the opinion of the administrative staff the high score 4 a total 62% and the lowest chosen score 2 a total 3,4%. Thus, it can be concluded that it can support students to feel that positive steps can be and are being taken to address global challenges and that everyone has a part to play in making progress are low.

3.1.2.2 Lecturers and Education Institutions

Based on the results of the questionnaire, from the first statement, it is known that 53,5% of lecturers agree about providing a unifying, golden thread for education institutions that would like to place values, human rights, and global competence at the very heart of learning. In comparison, the lowest of 7% has chosen moderate. Meanwhile, from the opinion of the administrative staff, the high score is four, a total of 44%, and the lowest score is two, a total of 3,4%. Thus, it can be concluded that it provides a unifying, golden thread for education institutions that would like to place values, human rights, and global competence at the very heart of learning are high (Fig. 6).

The second statement promotes a life-long approach to learning and the need for everyone to work together that the highest score was 4 (high) with a total of 48,8%, and the lowest score has chosen 3 (moderate) from 9,3% of respondents. Meanwhile, if viewed from the opinion of the administrative staff, the high chosen 4 and 5, 37%, and the lowest score, a total of 3,4%. Thus, it can be concluded that it promotes a lifelong approach to learning and the need for everyone to work together are high.

In the third statement, it is known that 58,1% of respondents agree that there is offers a valuable tool for supporting primary-secondary or learning-stage transition. In comparison, the lowest of 11,6% has chosen moderate. Meanwhile, if viewed from the opinion of the administrative staff, the high score is four, a total of 51%, and the lowest,

a total of 13%, with a score of 3. Thus, it can be concluded that there is offers a valuable tool for supporting primary-secondary or learning-stage transitions are high.

For the fourth statement, 53,5% of lecturers agree that there is promote the value of diversity within and beyond the institution, while the lowest of 7% have chosen moderate. Meanwhile, from the opinion of the administrative staff, the high score is 4 55%, and the lowest score two a total of 3,4%. Thus, it can be concluded that there is promote the value of diversity within and beyond the institution are high.

Based on the fifth statement, 46,5% of lecturers agree that there is the benefit of sustainable development goals, which can support institutions to deliver on curriculum priorities. In comparison, the lowest of 9,3% has chosen moderate. Meanwhile, if viewed from the opinion of the administrative staff, the high score is four, a total of 44%, and the lowest score is two, a total of 3,4%. Thus, it can be concluded that sustainable development goals are beneficial and can support institutions to deliver on high curriculum priorities.

Next, for the sixth statement, 53,5% of lecturers agree that there is provide opportunities to explore controversial issues in appropriate ways, while the lowest 11,6% chose moderate. Meanwhile, if viewed from the opinion of the administrative staff, the high score is 4, a total of 44%, and the lowest score two a total of 3,4%. Thus, it can be concluded that there is provide opportunities to explore controversial issues in appropriate ways are high.

In the seventh statement, it is known that 65,1% of lecturers agree that it helps institutions to deliver existing projects and programs with direct links to the SDG themes and targets, while the lowest of 9,3% has chosen low. Meanwhile, if viewed from the opinion of the administrative staff, the high score is four, a total of 48%, and the lowest score is three, a total of 24%. Thus, it can be concluded that it helps institutions deliver existing projects and programs with direct links to the SDG themes and targets are high.

Last statement, 51,2% of lectures agree that it supports linking with lecturers and faculty members worldwide through SDG-focused projects, programs, and movements, while the lowest 18,6% chose low. Meanwhile, if viewed from the opinion of the administrative staff, the high score is four, a total of 48%, and the lowest score is two, a total of 3,4%. Thus, it can be concluded that the supports for linking with lecturers and faculty members around the world through SDG-focused projects, programs, and movements are high.

3.1.2.3 Communities

Based on the questionnaire results, from the first statement, it is known that 62,8% of lectures agree about an excellent framework for addressing controversial and complex local, national and international issues, especially those that present a global-local tension. In comparison, the lowest of 2,3% has chosen low. Meanwhile, if viewed from the opinion of the administrative staff, the high score is 4, a total of 51%, and the lowest score two, a total of 3,4%. Thus, it can be concluded that an excellent framework for addressing controversial and complex local, national and international issues, especially those that present a global-local tension, is high (Fig. 7).

The second statement engages and strengthens relationships with parents, communities, and businesses. Among these different groups, the highest score was 4 (high) with a total of 55,8% of lectures, and the lowest score has chosen 3 (moderate) from

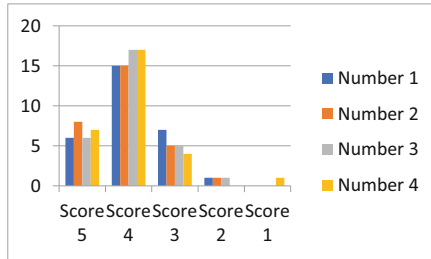


Fig. 7. Benefits of SDG's for Communities

9,3% of lectures. Meanwhile, if viewed from the opinion of the administrative staff, the high score is 4, a total of 51%, and the lowest score two a total of 3,4%. Thus, it can be concluded that engaging and strengthening relationships with parents, communities, businesses, and between these groups are high.

The third statement is that 53,5% of lecturers agree that communities can provide a context form and link with the local community or business engagement projects, such as zero-waste initiatives or biodiversity action plans. In comparison, the lowest of 14% has chosen moderate. Meanwhile, if viewed from the opinion of the administrative staff, the high score is four, a total of 58%, and the lowest score is two, a total of 3,4%. Thus, it can be concluded that communities can provide a context form and link with the local community or business engagement projects, such as zero-waste initiatives or biodiversity action plans are high.

In the last statement, 48,8% of respondents agree that it raises awareness of and support for local or global initiatives to achieve progress towards the SDG targets. In comparison, the lowest 14% chose moderate. Meanwhile, if viewed from the opinion of the administrative staff, the high score is four, a total of 58%, and the lowest score is 1a total of 3,4%. Thus, it can be concluded that raising awareness of and supporting local or global initiatives to achieve progress towards the SDGs targets is high.

3.2 Discussion

Based on the results of the questionnaire described above, it can be seen that the level of integration of key elements of active and responsible global citizenship in the curriculum of Indonesia education institutions necessary to make the students as partners in the attainment of Sustainable Development Goals which includes a three parts, i.e., 1) knowledge and understanding, which consist of seven items, 2) Skills, which consist of seven items, and values and attitudes consist of seven items too. The indicators found in part 1 about active and responsible global citizenship in the curriculum of Indonesian education institutions are necessary to make the students partners in the attainment of SDGs'. Part 2 is about the benefits of integrating the SDGs' among the students, lecturers/faculty members, and education institutions. The community is sourced from The SDGs.

Active and responsible global citizenship in the curriculum of Indonesian education institutions are necessary that both lecturers and administrative employees the majority

show the importance of knowledge and understanding of the importance of the education curriculum in Indonesia integrating there are integration of social justice and equity, identify and diversity, globalization and interdependence, sustainable development, peace and conflict, human rights, power and governance.

In line with the three key elements of active and responsible global citizenship in the curriculum, namely knowledge and understanding, skill and values and attitude, it can be concluded that these three aspects are related to Bloom/Anderson's taxonomy, it can be concluded that the curriculum in Indonesia contains all three that aspect. In system national education using classification of learning outcomes from Benjamin S. Bloom, better known as Bloom's Taxonomy in outlinebig divide it into three realms namely cognitive, affective and psychomotor [16].

Meanwhile, the basis formulation of goals in the education system in Indonesia is the classification of proposed by Benjamin S. Bloom et al. Taxonomy of Educational Objectives, Bloom divides goals into three domains, cognitive, affective, and psychomotor. In implementing the curriculum, The three domains are related to each other [17].

Likewise, regarding the level of realization of the benefits of integrating the SDGs among students, lecturers/faculties, educational institutions, and the community. The average opinion of lecturers and employees is high, both in terms of students, lecturers, and administrative staff as well as for the communities. In the other word, all of whom stated that the integration of the goals of the SDGs has high benefits for students, lecturers/faculty, educational institutions, and the communities.

Sustainable Development Goals (SDGs) are a program in development efforts to maintain the improvement of economic welfare and the quality of life of the community in a related way, including in the field of education. Several causes of the decline in education in Indonesia such as (1) the lack of government participation in dealing with education causes the implementation of the curriculum to be inactive (stagnation), (2) political interference in the world of education affects the neutrality of the academic space and the objectivity of science, (3) orientation in the field of education focuses on the function of services until it is considered that when there is an educational system and facilities, it is considered that the obligation of a country has been completed in fulfilling the rights of the people, (4) the weakness of Human Resources (HR) [2].

Sustainable development is an activity effort that involves "several member countries of the world which aims to make a change" to improve the way of life in a country which, of course, provides "benefits in the lives of certain people [2]. "Education is one of the important components in the process of sustainable development, especially development related to human (social)." So, it can be 'concluded that the many challenges that exist in a country can be 'solved by carrying out a contributing cooperation with members from 'several other countries that have the same goal'.

A curriculum as a reflection of culture and values curriculum requires careful thought because education reflects and shapes the values of a society. We teach our children what is important to them and that education shapes their worldviews. The distributed structure of U.S. education oversight, with several stakeholders influencing locally elected boards of education, is an excellent example of how culture and values affect the curriculum. The system encourages the intense interest of disparate stakeholders because people who valued a pluralistic approach to policy-making designed it [18].

The curriculum is closely related to that curriculum that is closely associated with education [19]. A curriculum is also a tool for developing education through school education institutions, madrasas, and Integrated Islamic Schools, which have different educational goals. Where schools emphasize more knowledgeable students, madrasas that emphasize students have a solid religious foundation, and the Integrated Islamic School emphasizes both broad knowledges which are fortified with solid religious knowledge. [19]. Next Like other 'new curriculum' examples around the world, it brings with it a complex set of interacting curricular elements, with challenges including curriculum design capability and the agency required of those working with the curriculum. In this article, we discuss challenges and opportunities for this curriculum reform in light of international curriculum experience. In particular, we highlight the need for attention to the accountability, professional learning and social network context necessary for the realization of national curriculum aspirations in Wales [20].

Education is one of the human factors in carrying out sustainable development in development. The lack of existing educational facilities and infrastructure in the area is one of the potential factors that makes the progress of the world of education slow and makes school participation low. Then there are many inequalities in the world of education in the Pontianak area; one of the forms of inequality is the requirement to study in Malaysia to have a Malaysian birth certificate. This certificate is easy to obtain if they always check for pregnancy in a Malaysian hospital during the pregnancy process [3].

This society's habits are caused by several factors, both internal and external. Expresses his opinion regarding the internal factors that are "Education personnel in the two sub-districts are more concerned with personal business rather than advancing the quality of education" [3]. Furthermore, for external factors, it is "What encourages people to send their children to school in Sarawak, Malaysia, which is based on the problem of education costs," "the availability of dormitories, books, meals, and other supporting facilities that have been "available". So, it can be concluded that with the inequality in "sustainable development of education in a particular country, more attention should be paid".

Education is one of the objectives of the SDGs activities. In line with the opinion of UNCED (1992) in [5], "Education is essential to promote sustainable development and increase the capacity of society to solve environmental problems." In line with the opinion of [4], "In creating solutions to the mechanical understanding that causes environmental problems, social institutions such as economics, politics, and education work together. "However, apart from this organic and holistic approach, there is a need for a 'holistic change in understanding and attitude.' In agenda 21, delegate part of the actions needed for sustainable development for education.

Sustainable development is defined as development that meets the needs of the present without SSScompromising the ability of future generations to meet their own needs, popularized in Our Common Future, a report published by the World Commission on Environment and Development (WCED) [12]. Indonesia incorporates the principles of sustainable development or Sustainable Development Goals (SDGs) into national development planning through education, namely in point 4, "Good quality education"

through education for Sustainable Development or Education for Sustainable Development EfSD which enables every human being to acquire the knowledge, skills, attitudes, and values needed to shape a sustainable future [2].

The importance of carrying out sustainable development in developing solutions to global challenges has been adopted by the United Nations (UN) through the first two stages, the Millennium Development Goals (MDGs) (2002–2015), and now with the Sustainable Development Goals (SDGs.) (2015–2030). Meanwhile, expressed the opinion that the target SDGs cover a wide range of socio-economic development issues, including “problems of poverty, hunger, health, education, climate change, gender equality, water sanitation, energy, social justice, environment, and urbanization [6].”

So, it can be concluded that education is one of the strategic and most powerful instruments for carrying out sustainable development. Accessibility of education and equal opportunity to obtain quality, equitable education, and innovative basic and secondary infrastructure are also targets and objectives of sustainable development in the field of education. UNESCO (2017) in [7] The concept of SDGs which is UNESCO’s mission emphasizes that “quality education is due to education that has human rights “for life.”

4 Conclusion

Based on the results and discussions, lecturers and administrative staff from educational institutions in Indonesia that the level of integration of the main elements of active and responsible global citizenship in Indonesian educational institutions is needed to involve students as partners in evaluating the Sustainable Development Goals (SDGs) is high. In addition, regarding the benefits of integrating SDGs between students, lecturers/faculties, educational institutions, and the community. The average opinion of lecturers and administrative staff for students, lecturers, and administrative staff, as well as for the community, is also high. In other words, all of them stated that the integration of the goals of the SDGs has high benefits for students, lecturers/faculty, educational institutions, and communities. The two factors above are essential for the mindset of Indonesia’s cultural future education toward achieving SDGs. This research is limited to the results of the questionnaire analysis from Indonesian lecturers and administrative staff. Therefore, it is hoped our research can collect data from other Southeast Asian lecturers and staff administrations opinions to develop an investigation related to future thinking of the culture of Southeast Asian Education towards the attainment of SDGs.

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