



Quality Analysis of Vocational Program Management Services

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Abstract. Education has a vital role in supporting the achievement of sustainable development goals (SDGs). First, education is chosen as a pioneer in human development and second, education as a means to increase awareness, knowledge, and self-development. Education for Sustainable Development (ESD) is a program that prepares students to be able to identify problems and find solutions on their own. This study aims to analyze the implementation of the ESD-based lesson plans that have been made. The method used is qualitative with a case study approach through a check sheet developed by Masahiro Nii. The development of ESD-based lesson plans has three stages, namely selecting and categorizing ESD-based learning outcomes, making matrix diagrams according to the theme, and using matrix diagrams into the learning design that is made. The subjects of this study were students of class VIII of State Junior High Schools in Tulungagung Regency. The results showed that the development of social studies learning design had fulfilled the components of ESD skills such as critical thinking, systematic thinking, thinking for the future, applying problem solving skills, action skills, and communication skills. It also fulfills ESD concepts such as human dignity, responsibility for future generations, coexistence with nature, social and economic justice, cultural diversity. This means that the implementation of the RPP has fulfilled the ESD and supports the achievement of the SDGs.

Keywords: ESD · SDGs · Social Studies · Lesson Plan

1 Introduction

Education has a vital role in sustainable development. It is based on a long history of education as an international priority and having the right to education was first enshrined

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in the “Universal Declaration of Human Rights” in 1948. There are 17 sustainable development goals (SDGs) to change the world, namely 1) no poverty; 2) zero hunger; 3) good health and well-being; 4) quality education; 5) gender equality; 6) clean water and sanitation; 7) clean and affordable energy; 8) decent work and economic growth; 9) industry, innovation, and infrastructure; 10) reduce inequality; 11) sustainable cities and communities; 12) responsible consumption and production; 13) climate action; 14) life under water; 15) life on land; 16) peace and justice strong institutions; and 17) partnerships to achieve goals [1].

Based on these sustainable development goals, education has an important role in supporting the implementation of the SDGs. First, education was chosen as a pioneer in human development. This is supported by evidence showing that increasing educational attainment is positively correlated with various important aspects of state life [2]. The data show that at the national level for one year the average school achievement is associated with a 0.58% increase in the national GDP per capita growth rate [3].

Second, education is understood as a very effective means of implementing the SDGs with a function as a means to increase awareness, knowledge, and self-development of actors around the world [4]. In addition, it helps to integrate into one concept and teaching. This proves that ESD can create a strong mechanism to support learning and social change, especially in shaping quality education [5]. ESD discusses several things including; 1) thematic topics; 2) values and skills based learning; 3) action-oriented and problem-based learning, and 4) support critical thinking towards practice and behavior, so that students are able to live through practical everyday actions and develop their capacity as agents of social change [6].

In Indonesia, the implementation of ESD is contained in the 2003 National Education Law which upholds compulsory basic education based on equity, quality, and relevance including the government’s attention in efforts to improve the quality of children, women, and youth and increase the competitiveness of human resources. In practice, ESD is integrated into educational programs in formal, non-formal, and informal education through a competency-based curriculum that focuses on analytical skills and character building of students. This shows that ESD is important to do as a learning process by focusing on critical reflection on students and making decisions that consider the long-term future of the economy, ecology, and social welfare of the community [7].

ESD is the right program to educate humans (students) from an early age to minimize dependence on the natural and social environment [8]. Through ESD, students can identify problems and find solutions on their own. This is because students act as future leaders to bring the world in a better direction [9]. The dilemma that occurs is that ESD is limited by time, resources, capacity, support, and standard standards [10], not even all actors involved in this program understand the concept of ESD well [11]. In addition, government and media support is still low for ESD [12]. In fact, ESD requires support from various parties to declare the program, starting from the ranks of leaders, quality assurance, professional developers, and other adequate figures [13].

In addition, ESD is also a lifelong learning process that aims to create creative human resources and have skills in problem solving, scientific, social literacy, and personal and group commitment [14]. The purpose of ESD is to encourage students to become successful, confident, responsible learners, and uphold the values of well-being and

harmony [15]. Attitude assessment is the main thing that is created for someone (student) to be able to behave in certain ways or stimuli, both internally and externally [13].

Therefore, this research was conducted to develop an lesson plan based on ESD design in social studies learning. Planning is a decision-making process as a result of rational thinking related to certain learning objectives by utilizing all the potential and existing learning resources [16]. This used to make it easier for teachers and make learning more fun [17]. Planning in learning is important to do because it contains the following things; 1) improve teaching effectiveness; 2) ensure good education control; 3) minimize improvisation; 4) follow up and improve school branding; 5) give greater attention; 6) propose assignments according to students' abilities; 7) facilitate the coordination of various disciplines for integrated education; and 8) creating responsibility and respect for students [18].

Social Studies (SS) is a subject that integrates various social sciences [19]. There are several approaches in social studies learning, namely *integrated*, *correlated*, and *separated*. These three approaches are used flexibly so that social studies learning objectives can run optimally [20], however, the concept of social studies learning in junior high schools has not accommodated all social science disciplines [21]. Therefore, the use of resources in learning in social studies subjects is part of the teacher's performance in creating an innovative learning atmosphere by utilizing social events that exist in the social environment. Social studies learning resources come from facts, concepts, generalizations, and theories on social studies through human studies with social circumstances and events around them [22].

The use of social studies subjects is part of the teacher's performance in creating an innovative learning atmosphere that utilizes social events that exist in the school environment. Moreover, Social Studies Education is a simplification of social science disciplines, state ideology, and other scientific disciplines as well as related social problems, which are organized and presented scientifically and psychologically for educational purposes at the primary and secondary education levels.

Based on this study intends to analyze the implementation of SS lesson plan based on ESD among Indonesian migrant workers especially in Tulungagung, whether they have fulfilled the ESD elements or not. The long-term goal is to achieve goal 12 on responsible consumption and production in Sect. 12.1 implementing a 10-year program framework on sustainable consumption and production patterns and 12.8 the extent to which global citizenship education and education for sustainable development are mainstreamed in national education policies, curricula, teacher education, and student assessment.

2 Method

The research method used in this study is qualitative with a case study approach through a check sheet design developed by Masahiro Nii (2013). The reason for using the method developed by Nii is because this method supports ESD-based learning in SS with certain themes. Firts Nii select the key concept of ESD namely I. Human Dignity, II. Responsibility to Future Generations, III. Coexistence with nature, IV. Social and Economic Justice, V. Cultural Diversity. That concept can explained at Table 1. After that Nii determined the key skills for ESD and its definitions namely, 1. Critical Thinking, 2. Systems Thinking,

Table 1. The key concepts of ESD

No.	Key Concepts	Keyword
I.	Human Dignity	Poverty, gender, human rights, peace, improving welfare, health, etc.
II.	Responsible to Future Generations	Natural environment, global environment, equity for intergeneration, resource conservation, etc.
III.	Coexistence with nature	Ecosystems, climate change, natural environment, global environment, finite nature of resources, etc. (ecological sustainability)
IV.	Social and Economic Justice	Economic gap, North-South gap, Poverty, corporate responsibility, fair-trade, development, market economy, etc. (social sustainability)
V.	Cultural Diversity	Social tolerance, human rights, Cross-cultural conflict, multicultural understanding, etc. (spiritual and cultural sustainability)

Table 2. Operational Definitions of ESD Skill

No.	Skills	Definitions
I.	Critical Thinking	Ability to respond to something by analyzing facts to make judgments; the ability to think rationally and orderly to understand the relationship between ideas and facts
II.	System Thinking	The ability to describe and describe things by connecting complex and patterned things
III.	Futures Thinking	ability to explore the relationship between present life and future life and the possibilities that occur in the future future
IV.	Applying Skills to Issues	ability of students to foster interest in what needs and should be done in solving problems faced
V.	Action Skills	ability to train students to be actively involved in sustainable development activities
VI.	Communication Skills	Ability to express opinions, intentions, emotions , and all information that is known from various sources.

3. Futures Thinking, 4. Applying Skills to Issues, 5. Action Skills, 6. Communication Skills. Then showed at the Table 2.

3 Results and Discussion

3.1 Making Check Sheets to Categorize the ESD Components

In developing SS lesson plan based on ESD, the first step is to make check sheets in the form of selection and categorization of learning used in social studies learning and the second step is to create a theme matrix diagram of SS Lesson Plan based on ESD.

3.1.1 Categories of SS Lesson Plan Based on ESD

In this first stage, categorization is carried out in groups of attitudes, concepts, and skills. However, before proceeding at this stage, the goals and attitudes that must be developed

Table 3. Matrix Diagram of ESD

Concept \ Skills	1. Thinking Critically	2. Thinking Systematically	3. Thinking for Future	4. Applying Problem Solving Skill	5. Action Skills	6. Communication Skills
I. Human Dignity						
II. Responsibility for future generations						
III. Existence with Nature						
IV. Social and economic justice						
V. Cultural Diversity						

as a result of ESD are determined in advance. This is based on the goal of ESD, which is to ensure that everyone benefits from quality education that incorporates the principles, values and actions needed in sustainable development into the education and learning environment. In order to realize a sustainable future in every sector of people’s lives.

In this case, it is focused on social studies learning with the theme of the rise of local entrepreneurs to Indonesian migrant workers in Tulungagung as an example of a case in understanding the material advantages and roles of economic actors in the economy. Based on these objectives, students are expected to have the ability to identify problems and problem solve solutions including concepts and skills achieved.

Next, choose the concepts that are emphasized in order to achieve ESD. The concepts chosen in this study are I. human dignity; II. Responsibility for future generations; III. Existence with nature; IV. Social and economic justice; and V. cultural diversity. These concepts were chosen to show awareness regarding sustainability issues during the learning process.

3.1.2 SS Matrix Diagram of ESD with the theme of the Rise of Local Entrepreneurs

The matrix diagram in this second stage illustrates the concept and the skills that students choose to learn in ESD on thematic content and learning methods. After that, it can only be used to examine material in social studies subjects and can also be used as a check sheet in improving learning. In ESD, there are many different perspectives and interpretations so that in each line a blank space is provided for the teacher to use when he feels that the selected key skills and concepts are insufficient, thus allowing flexibility in carrying out learning practices. This means teachers can add the concepts and skills they want to focus on into the matrix to create their own ESD. The matrix diagram is contained in Table 3.

3.2 SS Lesson Plan Based on ESD

The check sheet in the practice of SS learning using the case study ‘The Rise of Local Entrepreneurs on Indonesian Migrant Workers in Tulungagung’ learning for 8th grade junior high school students, is described as bellow:

- a) Unit name: ‘The Rise of Local Entrepreneurs of Indonesian Migrant Workers (IMW) in Tulungagung. (grade 8, junior high school).
- b) SS Lesson Plans based on ESD
Objectives: The reduction in job vacancies and the openness of public thinking about other alternative jobs can increase the interest of economic actors to advance the economy in Tulungagung after becoming IMW.

Based on Table 4, it can be seen that the development of lesson plans in social studies with the theme of the rise of local entrepreneurs at TKI in Tulungagung has implemented ESD-based learning. This can be proven from the activities in the RPP which contain the important points contained in the ESD-based matrix diagram. Details of activities that contain key concepts and main skills in social studies are listed in points A to E below:

1. Point A, student activities with the answer “I think because there are no job vacancies here, finally looking for work abroad. (A) and I think because overseas the salary is better. (A)” from the teacher’s question “Why do you think they work abroad? “. This activity reflects the key concept of Human Dignity with the main skills applying skills to problem solving
2. Point B, student activities with the answer “some people usually buy houses, buy land, cows, rice fields, motorbikes, cars and open businesses. (B)” from the teacher’s question, “What do you think their salary buys? “. These activities reflect the three main concepts in ESD-based learning, namely Responsibility for future generations, Existence with nature, and Social and economic justice with the main skills produced by each concept of systematic thinking and thinking for the future.
3. Point C, student activities with the answer “Students observe why in District A more investment in rice fields and livestock, why in District B more tourism, and in District C Opening a business (C)” in activity “Teachers show PMI investment patterns Tulungagung”. This activity reflects two main concepts and one main skill, namely the concept of Responsible for future generations and Existence with nature with the main skill of Systematic Thinking
4. Point D, student activities with the answer “I see someone working abroad (D)” from the teacher’s question, “In your environment besides working as farmers, traders, civil servants, police/army. Have you seen other types of work?”. This activity reflects the key concepts of cultural diversity with the main skills of critical thinking
5. Point E, student activities; “Students write an essay about what is the best IMW investment (E)” from the teacher’s instructions, “Write an essay about what IMW investment opinion is the best for the country?”. This activity reflects the key concepts Responsible for future generations and Existence with nature with the main skills of thinking for the future and communication skills

Table 4. SS Lesson Plan based on ESD

Time	Teacher's Questions	Student Responses
(90')		
5'	Opening Class, praying, etc	
2'	◆ Did you know that economic activities (livelihoods) community in Tulungagung?	❖ I think there are farmers, traders, Police, army, teacher, civil servants.
3'	◆ In the environment around you, besides working as farmers, traders, civil servants, police/TNI. Have you seen other types of work?	❖ I saw some who worked abroad (D)
2'	◆ Approximately how many Tulungagung people work abroad?	❖ I saw a lot
5'	◆ Do you know the percentage of Tulungagung people who work in foreign countries nationally?	❖ I don't know
	The teacher shows data on the national percentage of the number of Indonesian migrant workers.	❖ Oh.. it turns out that Tulungagung Nationally is number one, well, there are many
3'	◆ What do you think about the people of Tulungagung?	❖ I think from what I saw was in Rejotangan sub-district, Kalidawir, Ngunut, Besuki, Bandung, Ngunut
5'	◆ From the national data, in your opinion, which sub-districts of Tulungagung have the most?	❖ Oh... it turns out that there are four most areas, namely Ngunut, Tanggung Gunung, Dawir River, Bandung, Besuki. But mostly in Ngunut
10'	Teacher shows Indonesian Migrant Workers data per sub-district in Tulungagung Regency.	❖ I think because there are no job vacancies here, I ended up looking for work abroad. (A)
3'	◆ In your opinion, why do they work abroad?	❖ I think because overseas the salary is better. (A)
2'	◆ In your opinion, what was bought from their salary?	❖ some people use to buy a house, buy land, cows, rice fields, motorbikes, cars and open a business. (B)
5'	The teacher shows the investment pattern of PMI Tulungagung	Students observe why in District A there is more investment in rice fields and cattle, why in District B there is more tourism, and in sub-district C Open a business (C)
5'	◆ If you give suggestion to IMW, what do you think is the priority investment?	❖ By a house, By a rice field, By cow, By land, and Doing Business
5'	◆ Why is entrepreneurial investment important?	❖ Yes, when we have return to homeland, we already have income for daily needs.
15'	◆ Currently, the number of ex- IMW who are opening businesses is increasing. Alright, let's listen to the actual interview with ex-migrant workers from Besuki District. Please ask the resource person	❖ Students ask about why they are interested in becoming IMW? ❖ Ups and downs of being IMW ❖ Why did you decide to open a business? ❖ Currently, how many employees do you have? how much is the turnover? ❖ What are the advantages of opening your own business?
	After the interview, the teacher gives the task.	
15'	◆ Make an essay on the opinion what kind of the best investment of IMW to the homeland?	
5'	Closing Class	❖ Students make an essay about what is the best investment of IMW (E)

Table 5. SS Lesson Plan Illustration of Matrix Diagram of ESD

Skills Concept	1. Thinking Critically	2. Thinking Systematically	3. Thinking for Future	4. Applying skill for Problem Solving	5. Action Skills	6. Communication Skills
I. Human Dignity				A		
II. Responsible for future generations		B, C	E			
III. Existence with Nature		C	B			E
IV. Social and economic justice		B				
V. Cultural Diversity	D					

In summary, the points of the SS lesson plan are illustrated in the ESD-based matrix diagram in Table 5:

4 Conclusion

Based on the Lesson Plan, it shows that there are other methods in social studies learning for grade 8 SMP that are more efficient in fostering thinking critical, systematic, and insightful. Being sensitive to issues in the surrounding environment is the goal of ESD. The learning design developed is intended to make it easier for teachers to assess and understand concepts to students and have fulfilled the ESD aspects, namely critical thinking, systematic thinking, future thinking, applying problem solving skills, action skills, and communication skills. This will later support the achievement of SDGs point 11 and point 12 (12.1 and 12.8). Point 11 is related to sustainable cities and communities, the development of this ESD-based learning design fosters students' thinking to think about advancing the city they live in and point 12 is related to consumption and production responsibilities related to investment patterns from economic actors, in this case Indonesian migrant workers in Indonesia.

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Authors' Contributions. This research contributes to the field of social humanities research related to learning innovation through cases that are in the social environment of students and supports the implementation of SDGs in education. NN as writer, HH and ADW collecting data. WW and FL as editor.

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