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Global Policy Study of Sustainable Education (Education Sustainable Development)

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A B S T R A C T

The development of human resources is inseparable from the development of human resources as a whole which must be carried out on an ongoing basis. One important factor is education. Education for All is an ideal concept developed by several countries in the context of education, but Education for Sustainable Development (ESD) has various influences. National community factors and individuals face constructive and creative global challenges and strive to promote the development of a resilient and sustainable society. Adapted to all member countries to answer the challenges of developing the industrial era 4.0 towards society in the 5.0 era. Education policy is formulated in accordance with the theoretical basis of education policy and its components. In Indonesia, the Education Policy is Presidential Decree No. 87 of 2017 Education which aims to strengthen the nation's character with noble character. This is an educational movement that is enhanced by the implementation of Enhanced Personality Education (PPK; Strengthening Character Education) and is the responsibility of educational units, families and communities.

A R T I C L E   I N F O

1. INTRODUCTION

Education for Sustainable Development (ESD) is an effort to encourage society to face global challenges constructively and creatively and to build a resilient and sustainable society. (Kniu in Nursofa. (2021).As the world's leading UNESCO organization, it has led Education for Sustainable Development (ESD) since the United Nations Decade of Education (2005-2014) (Listiawati, 2013).ESD is one of the efforts to solve the challenges of educational problems around the world. In particular, ESD is widely recognized as an integral part of the 2030 Agenda, especially as Sustainable Development Goal 4 (SDG 4), or a key driver. Of all other development goals. It clearly defines what member states must do in relation to each priority area of action. For Political Action Priority Area 1), it needs to be integrated into global policy, regional, national and local related to education and sustainable development. For priority action area 2) in education and training settings, attention is needed to promote an institution-wide approach to ensure we learn what we live and live what we learn. In the priority action area 3) on building the capacity of educators, the focus is on empowering educators with the knowledge, skills, values and attitudes needed for the transition towards sustainability. priority action area 4) on youth should recognize youth as key actors in addressing sustainability challenges and related decision-making processes. Priority action area 5) on local level action emphasizes the importance of action in the community because meaningful transformative action is most likely to occur.

Communication and advocacy efforts, including the UNESCO Japan ESD Award, will be strengthened. Further apply the evidence-based framework by mobilizing resources to track issues and trends in education and sustainable development and to maximize the interdisciplinary and interdisciplinary nature of UNESCO and its diverse partners. Need to be strengthened. Efforts are underway to monitor progress towards SDG 4.7 by 2030. The current climate emergency and other crises of ecological sustainability are products of human behavior. The collective activities of humans have altered Earth's ecosystems in ways that threaten our survival. Changes are quicker, more dramatic, more visible, and harder to undo. Two-thirds of the 1°C global temperature increase over the past 100 years has occurred since 1975, but the amount of renewable and non-renewable resources extracted annually worldwide is 1980 2. It has doubled since then. It is clear that dramatic and unprecedented changes are taking place, and that humanity is directly responsible for them. The International Panel on Climate Change (IPCC) has warned that by the end of the century there will be a global warming effect of up to 1.5°C versus a scenario of 2°C in all areas of society. (Zakariya,2023) related to the causes and consequences of this problem. Over the next decade, 175 million children will be affected by disasters caused by climate change. Education for Sustainable Development empowers students to adapt to the impacts of climate change and address its root causes. The issues above raise the question of how these can be overcome in the development of sustainable education. Universities are playing an increasingly important role in creating lifelong opportunities for all," said Arne Carlsen, director of the UNESCO Institute for Lifelong Learning (UIL). An element that supports the goals of continuing education is the role of formal schools that explain how education is

carried out, and another element is society. , citizens/communities, educators and students Sustainable Development cannot be achieved through technical solutions, political regulations or financial developments. There is an urgent need for quality education and learning for sustainable development at all levels and in society. Education for Sustainable

Development (ESD) is an effort to encourage people to face global challenges constructively and creatively and to build a resilient and sustainable society. UNESCO as the world's leading organization. Unesco in (Ningrum and Hasanah,2021)

According to Deming (Jenkins, 1996: 1213), education is a system with seven components that need to exist and are interconnected. The seven elements are: (1) Goals (goals). (2) Customers (customers); (3) delivery; (4) inputs; (5) Process; (6) Output (output); (7) Quality measurement (measurement quality). Deming explained that the purpose of education as a whole is to increase positive things and reduce negative things so that all students are passionate about learning. According to Unesco in Rahmawati (2021) Education enables everyone to acquire the knowledge, skills, attitudes and values needed to shape a sustainable future. Integrating key sustainable development issues into education and learning (Rahmawati,2021) For example, climate change, disaster risk mitigation, biodiversity, poverty reduction, and sustainable consumption. Sustainable development cannot be achieved through technological solutions, political regulation or financial development. There is an urgent need for quality education and learning for sustainable development at all levels and in society. Mochtar dkk, 2014 ; KNIU 2019 in (Faizah, 2020).

UNESCO in Kodir in (Priscilla 2021) "The four pillars of learning: learning to know, learning to act, learning to live together, learning to know. To learn to know. Including the importance of learning, learning to act involves human aspects. life skills, learning to live together involves aspects of multicultural life, and learning is a skill that must be acquired to build a better life, including the importance of recognizing one's identity, abilities and weaknesses. Sustainable development cannot be achieved through technological solutions, political regulation or financial development. There is an urgent need for quality education and learning for sustainable development at all levels and in society. Sustainable development cannot be achieved through technological solutions, political regulation or financial development. There is an urgent need for quality education and learning for sustainable development at all levels and in society.

Continuous Education Development:

1) A related education system that equips students with knowledge, skills and values about social, environmental and economic challenges in the 21st century (Sujadi, 2019). Transforming education with innovative learning methods, student- centered lessons and a variety of learning styles. Empower students and become actors in the educational process from an early age to old age. This can enhance learning beyond the scope of education. 3). Strengthen the sense of justice and mutual respect Education for Sustainable Development helps students understand the situations, views and needs of people who live elsewhere and belong to another generation (the next generation). 4) Supporting the fight against climate change Building green social education for sustainable development provides students with green skills to improve or restore environmental quality and promote human well-being and

social justice. This will encourage students to choose a sustainable lifestyle. Unesco in (Hasan,2018) said The International Commitment to Achieving Education for All (EFA) which was held in Jomtien Thailand in 1990 and in Dakkar in 2000 resulted in an agreement to achieve the main goals of education including: 1) Complete compulsory education for all by 2015, 3) Developing learning processes/skills for young and adult generations, 4) Increasing literacy rates, especially for women, up to 50%, 5) Improving the quality of education, 6) Eliminating inequality. Paulston (1997) from Sudjana (2010) states that economic and social

theories that support informal education include functional theory, human capital theory, and social movement theory. Education for Sustainable Development aims to broaden knowledge, awareness and behavior as follows: Paulston (1997) from Sudjana (2010) states that economic and social theories that support informal education include functional theory, human capital theory, and social movement theory. Education for Sustainable Development aims to broaden knowledge, awareness and behavior as follows: Paulston (1997) from Sudjana (2010) states that economic and social theories that support informal education include functional theory, human capital theory, and social movement theory. Education for Sustainable Development aims to broaden knowledge, awareness and behavior as follows: Education for Sustainable Development is necessary to shape a sustainable future Enables everyone to acquire knowledge, skills, attitudes and values. Annur in Tareze and Astuti, 2022) Education for Sustainable Development incorporates key sustainable development issues into education and learning. For example, climate change, disaster risk mitigation, biodiversity, poverty reduction and sustainable consumption. Khataybeh, et al in (Tareze and Astuti,2022)

General Assembly affirms Education for Sustainable Development as an integral part of the Sustainable Development Goals for quality education and as an important impetus for achieving the Seven Core Competencies. Development as a human being as a citizen includes being able to take care of oneself and others, having the ability to manage daily activities, security, interaction and expression, owning and understanding culture and cultural diversity, multiliteracy, mastering science and technology/ICT competence, being able to compete in the world of work, entrepreneurship, participation and influence to build a sustainable future, critical thinking becomes a ready-to- learn learner. "Development as a human being as a citizen: Taking care of one self and another, managing daily activity, safety, cultural competence interaction and expression , multiliteracy, ICT competence, competence for the world of work, entrepreneurship, participation and influence building the sustainable future , thinking and learning to learn" (ESD, 2020).

A study on student skills published by the Program for International Student Assessment (PISA) on Tuesday (3 December) in Paris, placed Indonesia in 72nd place out of 77 countries. In this data, Indonesia is in the sixth lowest position and is still far behind neighboring countries such as Malaysia and Brunei Darussalam. The PISA survey assesses the quality of education worldwide and provides reference material for assessing literacy, computational, and scientific abilities (Lestari 2020). Quoting Paulo Freire in "Educational Culture, Power, Politics of Liberation", he believes that education is one of the determinants of the future and that he needs strength to fight for the future. Political guidelines determine the course of the

educational process, and the community as executors of the educational process carry out these political guidelines. Educational institutions are also places where individuals, especially students, are directly involved in political policies, so that educational policies must be prioritized for national development. 10 Related Skills to Overcome Challenges of Paradigm Shift and Society in Education 5.0 Based on the findings of the 2020 World Economic Forum (WEF), there are 10 main skills. Working in the Industrial Revolution 4.0 era is the most urgent: solving complex problems, critical thinking, being creative, human leadership skills, coordinating with others, emotional intelligence, judgment and decision making Decision making skills, service oriented, negotiation skills. (Arsanti,2021)

2. METHODE

The writing of this article was carried out by searching this article by searching the literature through several journals and ebooks for reference studies The theory of global education policy, namely Global Sustainable Development Goals Policy Educational Sustainable Education Development from UNESCO) Challenges to education policy in Indonesia in the era of transition from Industry 4.0 to realizing society 5.0

3. DISCUSSION

1) Education Policy

Approaches in the Formulation of Education Policy

Approach The social demand approach is an approach in formulating educational policies based on the aspirations, demands, and interests of various communities. In this type of approach, policy makers first explore and identify the aspirations that develop in society before formulating the education policies they work on. Indeed, the social demand approach does not only address community aspirations prior to the development of educational policies, but also how the developed policies are implemented. Citizens of all disciplines are expected to participate in both the formulation and implementation of educational policies. In policy making it can be categorized as a passive type of policy making. This means that new policies can be developed at the initial request of the community. Ary In Khumaidi,2012

This type of approach focuses on making sense of securing the right people in society. This workforce approach does not know whether there is a demand from society or society requires the development of certain educational policies, but what is important is rationality and foresight from the perspective of policy makers is to make some considerations (Rinaldi, 2023). As a leader who is empowered to formulate policies, the government has strong legitimacy to formulate education policies. An important aspect of this second approach is that it is generally authoritarian. The workforce approach does not respect the democratic process in developing educational policies, and policy making does not start from the aspirations and demands of the community, but immediately respond to future needs from the perspective of a visionary leader. This second type of approach has an authoritarian approach. But on the positive side, this human resource approach makes the process of

developing existing educational policies more efficient and has a long-term aspect (Arif Rohman, 2009: 114118). 2. Aspects covered in education policy Aspects of Education Policy, according to HAR Arif Rohman (2009: 120) Tilaar & Riant Nugroho in (Lestari, 2019) a) is all about human nature as creatures that become humans in the human environment. Education policy is the refinement of the vision and mission of education in a particular society. B). It was born from practical science, namely educational science as a unification of theory and practice in education. Education policy includes the process of policy analysis, policy development, implementation and evaluation. C). It must prevail in the self-development and education community. For self-development, the adequacy of educational policies can be seen from their contribution to the process of individual liberation in self- development. d) Openness. The educational process as a humanization process takes place in social interaction. In other words, education belongs to the community. When education belongs to the community, the voice of the community needs to hear voices and suggestions from the community at various levels in the formulation, implementation and evaluation of education policies. e.) Backed by research and development. Education policy is not abstract, but can be implemented. Education policy is a choice from various alternative policies, so it is necessary to confirm the actual results of the policy. f) Policy analysis, as well as various types of policies such as economic policy, defense policy, and all types of public policies, require policy analysis. g) The educational policy is mainly adapted to the needs of students. Education policy must be directed at the formation of organic intellectuals who will become the main actors in the reform of national society. h) Education policy aims to form a democratic society. Students stand alone and develop their individuality as creative individuals, advocates and actors in a changing society. Education policies need to facilitate dialogue and interaction between students and educators, student communities, national students, and ultimately students with global humanity. Lifelong learning is an ongoing process of interdependent elements based on individual lifelong educational needs. Longworth and Davies (1996) describe the process of lifelong learning from formal to informal to informal education. Axis A – Learners are the values, skills and attributes of lifelong learning that guide students towards continuous progress throughout the learning cycle, from formal to informal learning systems. Axis C "Learn" is a set of lifelong learning support systems that enable learners to adapt to their learning needs.

Aspects covered in education policy

Aspects of Education Policy by HAR Tilaar & Riant Nugroho from Arif Rohman (2009: 120): a) is the whole of human nature as creatures that become human beings in the human environment. Education policy is the improvement of the vision and mission of education in certain communities b). It was born from educational science to practical science, namely the unification of educational theory and practice. Education policy includes the process of policy analysis, policy development, implementation and evaluation. C). You must have relevance in a self-developmental and educated community. With regard to individual development, the adequacy of educational policies can be seen from their contribution to the process of individual liberation in personality development. d) Openness. The educational process as a humanization process takes place in social interaction. That is, education belongs to the

community. If education belongs to the community, then the voice of the community needs to hear voices and suggestions from the community at various levels of education policy development, implementation and evaluation. e. Backed by research and development. Education policy is not abstract, but feasible. Education policy is a choice from various alternative policies, so it is necessary to confirm the actual results of the policy. F. Policy analysis, as well as various types of policies such as economic policy, defense policy, and all kinds of public order and decency policies, require policy analysis. g) The educational policy is mainly adapted to the needs of students. Education policy must lead to the formation of organic intellectuals who will become the main actors in the reform of national society. h) Education policy aims to develop a democratic society. Students develop independence and personality as creative individuals, supporters and actors in a changing society. Education policies need to facilitate dialogue and interaction between students and educators, student communities, national students, and ultimately students with global humanity. Lifelong learning is an ongoing process of interdependent elements based on individual lifelong educational needs. Longworth and Davies (1996) describe lifelong learning processes that range from formal, informal to informal education. The different level of life journey for all students is knowledge and From the formal learning system to the informal learning system, it is pursued through the acquisition of understanding. 30 learning is a set of support for lifelong learning systems that allow learners to adapt to their learning needs.

A study on student skills published by the Program for International Student Assessment (PISA) on Tuesday (3 December) in Paris, placed Indonesia in 72nd place out of 77 countries. In this data, Indonesia is in the sixth lowest position and is still far behind neighboring countries such as Malaysia and Brunei Darussalam.

The PISA survey assesses the quality of education worldwide and provides reference material for assessing literacy, computational, and scientific abilities. Quoting Paulo Freire in "Educational Culture, Power, Politics of Liberation", he believes that education is one of the determinants of the future and that he needs strength to fight for the future. Political guidelines determine the course of the educational process, and the community as executors of the educational process carry out these political guidelines. Educational institutions are also places where individuals, especially students, are directly involved in political policies, so that educational policies must be prioritized for national development. (Olsen & O'Neil, 2008) 10 Related Skills to Overcome Challenges of Paradigm Shift and Society in Education 5.0 Based on the findings of the 2020 World Economic Forum (WEF), there are 10 main skills. Working in the Industrial Revolution 4.0 era is the most urgent: solving complex problems, critical thinking, being creative, human leadership skills, coordinating with others, emotional intelligence, judgment and decision making Decision making skills, service oriented, negotiation skills, Indonesia is a developing country (Developing Country) which is actively carrying out national development from various sectors. This development has nothing but positive and negative impacts. The positive impact is that development in Indonesia has been quite good as can be seen from improvements in the economic sector, education, infrastructure, and so on. However, the negative impact actually came to the environmental sector. Developing a community with the character of caring for the environment is possible to be effective through environmental education in schools. As places of learning, schools have a special role to play; schools can help students to understand the impact of human

behavior on this earth, Another thing is that there is inequality in efforts to achieve compulsory education and justice for all people so that they can receive education. Education for All or education for all is one of the educational concepts that should not only be used as a slogan when there are campaign activities or the nation, but is a solution or alternative in solving educational problems. Education for All is an elaboration of the 1945 Constitution concerning education for Indonesian citizens. Education aims to build a nation's character with noble character. This is strengthened by the implementation of Enhanced Personality Education (PPK). Person in charge of the Education Unit which aims to strengthen the character of students through harmony with participation and collaboration between educational units, families and communities, mind, taste, mind and exercise as part of the National Spiritual Revolution. an educational movement. Movement (GNRM), according to Presidential Decree No. 87 of 2017. This presidential decree sets goals. It means, "1) Train students as the golden generation of Indonesia in 2045 and equip them with the spirit of Pancasila. Excellent personality education to respond to the dynamics of future changes. 2) Nationally provide personality education as a soul development formal education platform. The main role in organizing student education is to supporting the participation of the general public is respecting the diversity of non- Indonesian formal cultures and formal and informal channels 3) "Strengthening Personality Education" Revitalizing and strengthening the potential and abilities of students, education staff, community, and the family environment in implementing "The noble values that are applied are the hope of strengthening Pancasila values. Religious values, honesty, tolerance, discipline, creative perseverance, independence, curiosity, national spirit, and democratic attitude of love for the motherland. As indicated in Article 3 of Righteousness, we evaluate accomplishments, communicate, love peace, read, care for the environment and society, and take responsibility. (2) Increasing equity in access to education services at all levels and accelerating the implementation of compulsory education. (3) Improvement of expertise, quality, management and placement of educators 6 Technical guidelines for the development of TPB/SDGs 7 Action plans and equal distribution of education personnel. (4) Strengthening education quality assurance to improve equity in service quality between educational units and regions. (5) Improving education development governance, financing strategies, (6) Improving the effectiveness of the use of the education budget. Character education becomes very important in the implementation order because in fact all the formulations of ideas have a lot. Social inequality, such as: juvenile delinquency, sexual violence at an early age and on campus, brawls and other criminal problems that are rife, are often blamed on education, in this case what is the role of school or teacher education.

This problem is like the description above and there needs to be awareness from various parties that this is a problem and the responsibility of all parties including the role of parents and family because it is the first and foremost educational institution. A common educational problem is educational equity. quality. Efficiency and relevance. Therefore, according to Suyatman (2015), the expected solution to overcome this problem is to provide equal learning opportunities. 2) Achieve high quality results. In other words, planning and processing of education can achieve results that are in line with the goals that have been set. 3) The

educational process is pursued in a directed manner so as to achieve efficiency and educational outcomes in accordance with the needs of the community to achieve relevant aspects of poverty as a multifaceted and cross-sectoral problem Must (2011) Level of income, health, geographic location, gender, and condition environment. So are the findings 2) Achieve high quality results. In other words, planning and processing of education can achieve results that are in line with the goals that have been set. 3) The educational process is pursued in a directed manner so as to achieve efficiency and educational outcomes in accordance with the needs of the community to achieve relevant aspects of poverty as a multifaceted and cross-sectoral problem Must (2011) Level of income, health, geographic location, gender, and condition environment. So are the findings 2) Achieve high quality results. In other words, planning and processing of education can achieve results that are in line with the goals that have been set. 3) The educational process is pursued in a directed manner so as to achieve efficiency and educational outcomes in accordance with the needs of the community to achieve relevant aspects of poverty as a multifaceted and cross-sectoral problem Must (2011) Level of income, health, geographic location, gender, and condition environment. So are the findings 3) The educational process is pursued in a directed manner so as to achieve efficiency and educational outcomes in accordance with the needs of the community to achieve relevant aspects of poverty as a multifaceted and cross-sectoral problem Must (2011) Level of income, health, geographic location, gender, and condition environment. So are the findings

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4. CONCLUSIONS

Sustainable Development in Education is an effort to broadly support the achievement of the Sustainable Development Goals in the 2030 SDGs Program. By 2030, all students are expected to be in sustainable development and sustainable living, human rights, gender equality, promotion of a culture of peace and non- violence , respect for nationality and cultural diversity, sustainability. Culture's Contribution to Sustainable Development. This educational development goal can be achieved by adjusting to the uniqueness of all conditions and in each country. Achieving quality education requires the government's commitment to improve the welfare of the population and talent and to be able to compete in an era of social change. In Indonesia, The Spiritual Revolution Movement is applied to the Education Movement which oversees the Education Unit, with the aim of strengthening the character of students through harmony, reason, feeling, thought process, and practice through participation and cooperation. between Education Units said so. Families and communities must be able to overcome problems in 2045 and achieve educational goals

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