



## The Role of Sekolah Janji Baik Volunteers in Supporting SDGs 4 for Pre-Prosperous Children

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### ABSTRACT

"Sekolah Janji Baik" is one of the non-profit organizations that provides free education to underprivileged communities through volunteerism. This research aims to identify the role of Sekolah Janji Baik's volunteerism as a non-formal educational institution and to build Sustainable Development Goals (SDGs) 4. The research used a qualitative descriptive method conducted from September 2023 to February 2024. Data collection techniques included observation, interviews, and documentation. Data validity was ensured through technique triangulation and source triangulation. Data analysis followed three stages: data reduction, data presentation, and conclusion drawing. The research results indicate that Sekolah Janji Baik volunteers have roles in a) administrative tasks, handling student files until they are registered in the Education Data Registry; b) work service, preparing learning facilities and infrastructure; c) teaching, conducting both academic and non-academic teaching; d) fundraising, raising funds to support learning programs. Sekolah Janji Baik also provides adequate access to education, evaluates learning activities to enhance teaching and learning quality, and provides educational facilities preparing students for the future, thereby contributing to the realization of SDGs 4.

### ARTICLE INFO

#### Article History:

Submitted/Received 03 May 2024

First Revised 09 May 2024

Accepted 15 May 2024

First Available online 01 Aug 2024

Publication Date 01 Sep 2024

#### Keyword:

Education; Janji Baik; Role; SDGs; Volunteers.

## **1. INTRODUCTION**

Rapid developments in various sectors of life have led to the emergence of significant global challenges. These global challenges include high poverty rates, frequent natural disasters, ongoing climate change, and financial crises that affect global economic stability (Malihah, 2022). The United Nations (UN) established the Sustainable Development Goals (SDGs) on September 25, 2015 to address global challenges. The main goals of the SDGs are to end poverty, reduce inequality, improve welfare, preserve the environment, and advance education. The SDGs, which are valid from 2015 to 2030, officially replace the Millennium Development Goals (MDGs) agenda (Habibi and Pratama, 2021).

The 17-pillar SDGs are an important milestone in the global effort to address development challenges. The first to sixth pillars (1-6) reflect the continuation of the MDGs program, focusing on poverty eradication, hunger alleviation, improved health and well-being, quality education, gender equality, and access to clean water and sanitation. The subsequent pillars (7-17) provide a new foundation for the SDGs program. The seventh pillar (7) covers clean energy, while the eighth (8) creates decent work and economic growth. The ninth pillar (9) is about industry, innovation, and infrastructure, while the tenth pillar (10) is about reducing inequality. The eleventh (11) addresses building sustainable cities and communities, while the twelfth pillar (12) involves building partnerships for sustainable development goals. In addition, the thirteenth (13) highlights the importance of addressing climate change, while the fourteenth and fifteenth (14-15) focus on protecting marine and terrestrial life. The sixteenth (16) promotes peace, justice, and effective institutions (Miftahussurur et al., 2023).

Indonesia, as one of the countries that has ratified the SDGs, has the responsibility to achieve these targets by 2030. However, education in Indonesia still faces various problems that affect progress towards these goals. One of the main challenges is the gap in access to education, where there are disparities between urban and rural areas and between economic groups (Anwar, 2022). In addition, the quality of education also varies across regions and there are inequalities in learning opportunities for students. Access to educational facilities is still uneven, and the quality of educational facilities is not uniform. PUSDATIN Kemendikbudristek (2023) also reports that more than 500,000 school classrooms are in mild to severe disrepair, while only 1,009,135 are in good condition. The dropout rate itself is relatively low, ranging from 0.14-0.23% for the SD-SMA/SMK education levels. However, the ratio between students of a certain school age at the education level and the corresponding age population is also relatively low at 91.81% (SD), 79.35% (SMP), and 68.87% (SMA), meaning that many students do not fall under the criteria of the twelve-year compulsory education program.

Education pathways in Indonesia are divided into three types: formal, informal, and non-formal education. Formal education is the most common education pathway, encompassing the government-regulated school system, from primary school to university level. Meanwhile, informal education includes learning that takes place outside the school environment, such as learning from everyday experiences, family and community. Non-formal education, which is the focus in this context, is organized educational activities that are not part of the formal education system but are organized in a structured way to provide educational services to various community groups (Syaadah et al., 2022).

Non-formal education is important in realizing Sustainable Development Goal (SDG) number 4, which emphasizes the importance of ensuring access to and the right to quality education for all. Through non-formal education, various efforts can be made to achieve this goal. First, non-formal education ensures the fulfillment of access to education by providing

learning opportunities for individuals who may not be reached by the formal education system. Second, non-formal education contributes to improving the quality of teaching and learning by providing programs that are relevant and responsive to community needs. Third, non-formal education also provides vocational skills training needed to improve employment opportunities and livelihoods for learners (Sekarayu and Irfan, 2023; Thaharaha and Batubara, 2023).

In addition, non-formal education plays a role in organizing preschool education, which is important in preparing children to enter formal education with adequate provisions. Not only that, non-formal education is also tasked with forming learners who are active in developing their potential. This includes the development of spiritual aspects, self-control, personality formation, cultivation of noble morals, as well as the development of skills that are useful for themselves, the community, nation and state. This approach is by the definition of education stipulated in Law No. 20 of 2003 in Indonesia. Thus, non-formal education has a very significant role in achieving the goal of inclusive, quality and sustainable education for all.

One of the non-profit organizations that support the realization of Sustainable Development Goal (SDG) number 4 is the “Janji Baik” school. The main focus of this school is to provide free education to underprivileged communities. Sekolah Janji Baik uses a hybrid learning system. Online learning is done every week for academic material, while face-to-face learning is done once a month to improve students' skills in non-academic areas, both in soft skills and life skills. With this approach, Sekolah Janji Baik not only provides access to education to those who are financially disadvantaged but also provides opportunities for students to develop skills and knowledge relevant to the needs of the labor market and daily life. The “Janji Baik” school has a significant role in supporting the 4th pillar of the SDGs both through an inclusive and empowerment-oriented education approach helping to increase access to education, as well as preparing students to face challenges in the wider world of work and life. This research aims to identify the role of the “Janji Baik” school as a non-formal school self-help organization formed by volunteers on a national scope to support the fourth pillar of the Sustainable Development Goals (SDGs).

## 2. METHODS

This research used descriptive qualitative methods and was conducted at the Janji Baik secretariat which is located at Jl. Kalimantan X No. 01, RW. Mekar Jaya, Serpong District, South Tangerang City, Banten. The research time was from September 2023 to February 2024. The data collection techniques used include observation, interviews, and documentation. Observations were conducted in September 2023 to identify the suitability of Sekolah “Janji Baik” as a volunteer organization in the field of education. Meanwhile, interviews and documentation were conducted from December 2023 to February 2024. Documentation includes photos, voice recordings, notes and videos of activities at Sekolah Janji Baik to collect the necessary data.

Data validity testing was carried out through technical triangulation and source triangulation. Data analysis followed three stages of activity, namely data reduction, data presentation, and conclusion drawing (Miles and Huberman, 2014). The research subjects included the principal and the teaching team or volunteers of Sekolah “Janji Baik”. While the object of research is the program or activities carried out by Sekolah “Janji Baik”. In taking informants, researchers used a purposive sampling technique with predetermined informant

criteria, namely teaching volunteers and program volunteers at Sekolah Janji Baik who were active in the 2023 - 2024 period.

### **3. RESULTS AND DISCUSSION**

#### **3.1. Sekolah Janji Baik Profile**

Sekolah Janji Baik is a non-profit educational institution under the auspices of the Baik Media Indonesia Foundation and managed by PKBM Janji Baik Education, which aims to provide access to education to children from underprivileged families. Established in 2022, this school is located at Nusa Loka BSD, Jl. Kalimantan 10 Blok F3 No.1 RT 002 RW 012 Kel. Rawa Mekar Jaya, Serpong District, South Tangerang City, Banten Province. Sekolah Janji Baik is led by Siti Lailatul Fauziah, S.Si, as the head of the institution with 45 permanent tutors, as well as 3 education staff who assist in administrative management and supporting school activities.

The vision of Janji Baik is to become a caring institution in the field of education that helps every child obtain their rights in education, as well as increase integrity and digital literacy skills. Meanwhile, the missions of Janji Baik include: (a) reaching out to school dropouts from underprivileged families to obtain the right to education through Non-formal Education (Equivalency Education); (b) providing an understanding to the community of the importance of education and reducing the digital divide through Digital Literacy Education; (c) forming students into lifelong learners (Long Life Education) who have integrity through self-development programs and skills; (d) collaborating with the government, private institutions, and the community in the implementation of learning.

Sekolah Janji Baik organizes its work through seven divisions that play an important role in carrying out its function as a non-formal educational institution. The "Student Glory" division is responsible for organizing student council activities, national and religious holiday commemoration programs, and the selection of exemplary students. They also handle the selection of scholarship candidates, student transfers, and administration related to student data. The "Human Responsibility" division focuses on volunteer management, including database creation, recruitment, and handling volunteer issues. "Growth Maker" is in charge of managing programs for fundraising purposes, including crowdfunding management and communication with donors. The "Creative Seeker" division designs extracurricular activities and manages cooperation with external parties to fill creative programs. "Digital Heroes" is in charge of producing relevant social media content and executing ideas according to the latest trends. "Counselors" provide counseling services to students and parents, and conduct personality and career assessments. Finally, "Volunteer Teachers" teach online, prepare learning materials, conduct evaluations, and convey learning obstacles to related parties.

The programs that have been run by Sekolah Janji Baik include various activities, such as the Study Program for Package A, Package B, and Package C which are carried out online every Saturday and Sunday. In addition, the school is also active in commemorating National Holidays and celebrating religious holidays. Sekolah Janji Baik offers a variety of extracurricular activities, such as traditional dance, percussion, theater and choir for students' self-development. There are also creation classes designed to develop students' soft skills and life skills, including inspiration classes, social projects, digital literacy, study tours, entrepreneur classes, art classes, and sports classes. The Intra-School Student Organization (OSIS) at Sekolah Janji Baik helps students practice organizational and leadership skills. In addition, there are also counseling services provided by counselors to help improve the academic and psychological aspects of students and their parents, which

include individual/group counseling, ability analysis, character, talent interest, parenting of parents, and home visits to students.

### **3.2 Volunteer Profile and the Role of Volunteering in an Educational Institution**

Sekolah Janji Baik acts as a place for young people from various regions in Indonesia to explore and implement humanitarian activities through education. Sekolah Janji Baik volunteers currently number 290 volunteers spread across 95 cities in 24 provinces with an age range between 15 and 31 years. The majority of volunteers, namely 237 people (86%) are women, while 53 people (14%) are men. Based on the Sekolah Janji Baik database, Sekolah Janji Baik volunteers have diverse professional backgrounds. 46% of the volunteers are currently active in college, 31% are in the workforce, 5% are looking for work, 4% are students who work while studying, 2% are students, and the other 12% have various activities such as helping parents, taking online courses, or waiting for college entrance announcements. The diversity of professions in a volunteer organization will generally form a dynamic framework, so that each volunteer can contribute according to their respective experience and expertise (Septiono et al., 2019).

Volunteers who are members of Sekolah Janji Baik are given various tasks, including becoming tutors or educators, designing activity programs for students, becoming counselors, developing volunteer resources to improve their quality, and also developing student competencies. According to Sutangsa (2023), three services are the main focus of volunteerism, namely administration, work service, and fundraising. Volunteers play a role in providing knowledge, appreciation, judgment, and time to engage in administration professionally. As for work service, volunteers are responsible for providing assistance with their abilities, attention, and physical effort in carrying out tasks voluntarily. Meanwhile, fundraising service gives volunteers the responsibility to raise funds and manage the collected funds to run certain programs in the organization. Sekolah Janji Baik volunteers in practice carry out three volunteer services including administrative services, work services and fundraising. In addition, Sekolah Janji Baik volunteers carry out the role of teachers conducting academic and non-academic teaching.

The important role of volunteers at Sekolah Janji Baik is to carry out administrative tasks. According to Marmoah (2016), teachers or educators play an important role in administrative functions that support the implementation of the learning process to achieve educational goals. Sekolah Janji Baik volunteers are responsible for ensuring all educational administrative needs, especially for students, are met, from making learning materials to processing documents such as birth certificates. The following are the results of interviews with informants:

The following are the results of interviews with informants: "Collecting incomplete student data such as family certificates/cards for student registration to pdikti" (NAS, head of the Student Glory division, interview, December 5, 2023).

The role of work service from school volunteers promises to be good, namely preparing learning tools such as modules and evaluation forms for learning activities.

Making learning materials such as teaching materials, Learning Implementation Plans (RPP), and assessment instruments, as well as compiling materials that are to student needs and adhere to the principles of inclusive and sustainable learning. Volunteers are in charge of compiling modules for non-academic activities, developing learning concepts and learning evaluation standards for students Although some learning tools at Sekolah Janji Baik are

incomplete, especially in making lesson plans because not all volunteers come from the field of education, the most important thing is the availability of teaching modules, then adjusting the delivery of material in the classroom as needed. The following are the results of interviews with informants:

“In the preparation or making of learning tools, volunteers from the Canvas Think division. The learning tools consist of modules or teaching materials for academic subjects, assessment formats, and lesson plans. For the lesson plans themselves, for now, not all subjects have been covered but some have been made because of the limited number of volunteers and not all volunteers are from an educational background. Likewise, why don't the tutors make it or the rest of the tutors make it the volunteers at Sekolah Janji Baik are not all from an educational background. so for its use it is returned to the tutor whether it is by the lesson plan or not or the learning process or teaching stages are discussed with the tutor's ability, because the lesson plan made is only a reference” (Z, Principal, interview, December 7, 2023).

Sekolah Janji Baik volunteers in carrying out the role of learning play an important role as teachers and liaisons between students, schools and parents. Volunteers assist students in technical matters during face-to-face learning, including preparation of materials, and equipment and creating a conducive learning environment. In addition, volunteers also play a role in motivating students to achieve academic performance and develop their full potential. Volunteers help strengthen collaboration between families and schools by serving as a bridge between students and parents in supporting holistic student development as a form of evaluation of learning outcomes. The following are the results of interviews with informants:

“From the learning process, especially in face-to-face activities, when there is something that can be helped, whatever it is, while I can, I will do it, such as disciplining students when activities are taking place, helping other volunteers in preparing technical matters” (NAS, head of the Student glory division, interview, December 5, 2023).

“As for the counselor himself, I act as a bridge for students and parents in guiding and supporting the learning process. In addition, I conduct home visits to students who are quite severe in behavior or learning activities. Such as students who rarely enter or even commit immoral acts” (ALI, Head of Counselor division, interview, December 7, 2023).

Volunteers at Sekolah Janji Baik are also involved in social media development and graphic design activities to make a significant contribution to strengthening the school's identity and visibility digitally so that more beneficiaries of the Sekolah Janji Baik. Branding volunteer organizations is also a crucial activity to assist fundraising activities by creating a strong identity that attracts the attention and trust of potential donors (Herna et al., 2019; Syahrullah, 2023). Volunteer organizations with effective branding can demonstrate their vision, values, and positive impact, build sustainable relationships with the community, and give donors confidence that their funds will be used efficiently and effectively for a good cause.

The source of funds for Sekolah Janji Baik consists of two, namely internal donations from volunteers and external from independent donors who are not directly related to Sekolah Janji Baik. Sekolah Janji Baik volunteers play a role in fundraising by preparing attractive funding proposals to be submitted to the community, in the hope of attracting donations, and designing fundraising programs to improve the quality of education, especially in terms of operations. Cost procurement planning will focus on cooperation with stakeholders such as the government and related non-governmental organizations. The following are the results of interviews with informants:

“For our fund-raising, especially from the growth maker division, we make several programs such as the existing periodic good. The main program is where friends can become members for a year and want to give some of their sustenance to younger siblings. In addition, making proposals in every event held by Janji Baik, such as the Ramadan activity yesterday, namely sharing *takjil* for road users and breaking the fast together” (Mutia, Head of Growth Maker Division, interview, December 7, 2023).

### 3.3 The Role of Sekolah Janji Baik in supporting SDG 4

Quality education in SDG 4 refers to education that ensures that all students have equitable and inclusive access, and provides lifelong learning opportunities for all individuals. The three main points of SDG goal 4 include adequate access to education, improved quality of teaching and learning, and education that prepares skills for the world of work. One addition is the pre-school education year. The concept of fulfilling access to education in SDG 4 emphasizes the basic principle that every individual, regardless of social, economic or geographical background, is entitled to the same quality education (Miftahussurur et al., 2023).

Sekolah Janji Baik is not just a place of learning, but also a platform for the holistic development of each student. Sekolah Janji Baik is committed to providing equal services so that learning is not only focused on academic achievement but also on student welfare and accessibility. One of the roles of Sekolah Janji Baik in supporting SDG 4 is to help students who do not have administrative documents such as birth certificates. The school not only supports the education process but also ensures that every student has an equal opportunity to be registered in the Basic Education Data unit from the Ministry of Education, Culture, Research and Technology. The following are the results of interviews with informants:

“Because the goal of Sekolah Janji Baik is to help take care of student certificates. There is one student who is a neglected child and does not have a birth certificate. But we haven't had time to manage it because we haven't found the right time with the student and his parents, but we have communicated that we will help to take care of the certificate together” (NAS, head of the Student glory division, interview, December 5, 2023).

Improving the quality of teaching and learning from SDG 4 aims to improve teaching and learning standards in general. The concept of Education for Employability Skills SDG 4 also aims to expand access to higher education, technical and vocational training. Sekolah Janji Baik not only organizes technical learning activities, but also designs comprehensive learning programs, covering academic and non-academic aspects, choosing learning methods that suit student needs, and evaluating the effectiveness of school activities. Sekolah Janji Baik also brings in professional resource persons to enrich students' learning experiences with various perspectives and knowledge, creating an inclusive and diverse learning environment (Dacholfany et al., 2023). The following are the results of interviews with informants:

“As a volunteer who joined from the beginning and is tasked with being a tutor as well as a homeroom teacher, there are several things that I do in this administrative field, namely compiling a learning schedule, reminding tutors who will teach and ensuring that the KBM runs smoothly” (SUF, status, interview, date).

“In quality education, there are certain aspects so that education is called quality. One of them is learning that is neatly scheduled, aspects of assessment/assessment

indicators that are organized to the modules that must be given to students, it is included in the role of volunteers as administration” (SUF, status, interview, date).

“Because if we already have individual student data such as students' interests, talents, and abilities, we can more easily place students such as in majors for higher education, so we can help guide more” (Ali, status, interview, date).

The importance of learning that is tailored to students' psychological conditions lies in the ability to create a supportive learning environment, allowing students to feel comfortable and motivated to learn (Mahmudah, 2018). Students' emotional, mental, and psychological aspects need to be considered so that teachers can develop relevant learning strategies, taking into account individual learning styles, readiness levels, and student interests, which in turn improve student engagement, understanding, and academic achievement (Nurwahidah et al., 2024). In addition, learning that takes into account students' psychological state can also promote the development of their independence, self-confidence and mental well-being, building a solid foundation for holistic growth and long-term success (Mustaqim, 2023). Teachers or tutors at Sekolah Janji Baik strive to create pleasant learning conditions for each student. Sekolah Janji Baik management also tries to adapt to the needs of each student, including providing teachers who can communicate using sign language for deaf students. The following are the results of interviews with informants:

“When children learn by making sure the atmosphere is happy, breaking the atmosphere,” (PP, status, interview, date)

“We teach students to feel confident by asking them to come forward during offline activities. Because some of these good promise students are introverts because maybe their habits don't mix with other school children.” (NJO, status, interview, date)

“Our students have disabilities. Deaf, one person. Well, our tutors also have disabilities, deaf too. There is also a normal person who can speak sign language, so during learning, especially during offline activities, tutors who can speak sign language help these deaf students to translate what is being discussed. This tutor is also a special teacher for deaf students.” (SUF, Secretary and homeroom teacher, interview, December 7, 2023).

Communication between teachers and students is an important foundation in education, facilitating a better understanding of student's needs and progress, providing motivating feedback, preventing behavioural problems, building strong relationships, increasing active participation, developing vital social skills for everyday life, making it not only key to successful academic achievement, but also to students' overall personal and social growth (Susilo and Sarkowi, 2018). Sekolah Janji Baik also pays attention to the harmony between parents and teachers. Home visits are carried out when there are reports or complaints from the mayor, friends, or tutors who face the same problems with a particular student. Home visits are made to meet with parents or guardians to resolve problems that arise persuasively. Sekolah Janji Baik teachers in practice strive to create enjoyable learning conditions for every student.



#### **4. CONCLUSION**

Janji Baik volunteers can carry out administrative, work service, teaching and fundraising roles through programs at Sekolah Janji Baik. Volunteers at Sekolah Janji Baik provide learning opportunities for every individual. Sekolah Janji Baik can provide adequate access to education, improve the quality of teaching and learning, and provide education that prepares skills for the world of work, all of which support the achievement of sustainable development goals (SDGs), especially the fourth pillar. Sekolah Janji Baik helps students to be registered in the Basic Education Data unit, runs inclusive and diverse teaching and learning activities, and maintains good communication between parents, students and teachers. Sekolah Janji Baik volunteers also utilize social media as a tool to reach more prospective students, improve brand image, and support fundraising.

#### **5. ACKNOWLEDGMENT**

Thank you to the supervisor, Jova, Syifa and all those involved in providing assistance and completing this research.

#### **6. AUTHORS' NOTE**

This article explains the management and role of Sekolah Janji Baik volunteers as a non-profit organization in the field of education to help pre-prosperous children gain access to proper education. The author hopes that this article can be a reference for designing the management of other non-formal education institutions so that an inclusive learning system is formed.

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