Education Implementation in Realizing Sustainable Development

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ABSTRACT

This article discusses the implementation of education to realize sustainable development. This type of research includes qualitative research (library research). The results show that awareness to implement sustainable development is one of the solutions to overcome various problems that arise due to increased human activity. Thus, it is very important to implement education for sustainable development as early as possible. The combination of pedagogical techniques with PuPB content contributes to teaching creativity, critical thinking, and fostering a willingness to learn for life, as well as all the habits that will support the achievement of a sustainable society.

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1. INTRODUCTION

In 1978, a scientist named Thomas Robert Malthus realized that population growth would exceed the carrying capacity of the natural environment to support human survival so he produced a Theory of Limit to Growth, which is a state of economic growth that will be severely limited by the availability of natural resources[1].
Sustainable development seeks to link three complex systems, namely the world's economic system, the world's social system and the earth's physical environment. ACHS (2015) states that sustainable development is a way for experts to understand the world and a method to solve world problems that originated from the overcrowding of the earth due to the growth of the world's population which has reached nine times more than the human population that lived at the time of the start of the industrial revolution [2].

Sustainable development is a development dream for all countries in the world. Sustainable development achievements compiled by the United Nations include 17 indicators according to UN-SDGs (2015), namely: (1) no poverty; (2) no hunger; (3) good health; (4) quality education; (5) gender equality; (6) clean water and sanitation; (7) renewable energy; (8) good jobs and economic growth; (9) innovation and infrastructure; (10) reduced inequalities; (11) sustainable cities & communities; (12) responsible consumption; (13) climate action; (14) life below water; (15) life on land; (16) peace and justice; (17) partnerships for the goals.

From this, the concept of sustainable development emerged. Sustainable development can be defined as the ability to ensure that development can meet current needs without reducing or eliminating opportunities for future generations to meet their needs. From this definition, although not clearly written, there is a connection between sustainable development and environmental aspects.

Education for sustainable development (hereinafter PuPB) plays an important role in achieving sustainable development goals. PuPB is a multidisciplinary concept that looks at the concept of development from a social, economic and environmental perspective. This concept has been stated in Law Number 20 of 2003 concerning the national education system regarding the objectives of national education, namely the development of the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. One form of a noble and responsible citizen is to be able to meet the needs of the present, without setting aside the obligation to maintain the continuity of the environment for future generations.

The implementation of PuPB is not only carried out by educational institutions, but also requires support from the government, industry players, and all elements of society. In this journal, the author tries to explain about PuPB, its urgency, and its implementation in elementary schools. The journal writing is based on literature studies related to sustainable development, education for sustainable development, and the implementation of PuPB in primary education in Indonesia.

2. RESEARCH METHOD

This research is qualitative research, namely library research. The method used in this research is literature search, i.e. all the author's efforts to collect and compile all information related to the problem under study. This study contains several interrelated theories supported by supporting literature sources, especially in interpretive studies. The stage used in this research is the thematic interpretation approach. The information found is discussed and analyzed inductively to draw conclusions.

3. RESULTS AND DISCUSSION

Sustainable development is a translation of the English term sustainable development. The definition of sustainable development according to The Brundtland Commission's (1999) is "the ability to make development sustainable to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs". In an advanced study on sustainable development, the Boardon Sustainable...
Development of the U.S. National Academy of Sciences divides the focus of the discussion into aspects that need to be maintained (to sustain) and those that need to be built (to develop), the relationship between these two things and the description of the implementation period. [3]

In Indonesia, the definition of sustainable development according to Law No. 32/2009 on Environmental Protection and Management is a conscious and planned effort that integrates environmental, social, and economic aspects into development strategies to ensure the integrity of the environment as well as the safety, ability, welfare, and quality of life of present and future generations.[4]

The implementation of sustainable development has been discussed in various international forums. The agreement of the 70th General Assembly of the United Nations (UN) in September 2015 in New York, United States, is contained in a document entitled Transforming Our World: the 2030 Agenda for Sustainable Development containing 17 Goals and 169 Targets that apply from 2016 to 2030. This document is known as the Sustainable Development Goals or SDGs. The SDGs are a continuation of the Millennium Development Goals (MDGs) that were agreed upon by UN member states in 2000-2015.9 The SDGs accommodate development issues more comprehensively, both qualitatively and quantitatively, targeting complete completion of each goal and target. The SDGs are also universal, giving a balanced role to all countries to fully contribute to development.

The Government of Indonesia enacted Law No. 59/2017 on the Implementation of the Achievement of Sustainable Development Goals (SDGs). SDGs aim to maintain the sustainable improvement of people's economic welfare, maintain the sustainability of people's social life, maintain environmental quality and inclusive development and the implementation of governance that is able to maintain the improvement of the quality of life from one generation to the next. The implementation of SDGs is carried out by the government, namely ministries and local governments, as well as mass organizations, philanthropy, businesses, academics, and other stakeholders.

3.2.1. Education for Sustainable Development

Education is an important component in the process of sustainable development, especially human (social) development. Human development is a vital part of the investment needed in economic development. In addition to education, human development as an investment includes health services, nutrition, and other health inputs that make life more productive. Human development as an investment is considered as human capital equivalent to physical capital investment, namely roads and bridges (infrastructure). Human capital for investment is considered an important indicator of the ability of individuals or a whole group of individuals to contribute their maximum function to economic development through established (continuous) education, work skills, improved health, and other similar components. for multiple references. [5]

An individual's ability to access education on an ongoing basis determines his ability to move his position to a better level of welfare. When people are individually able to seek their welfare, then as a group, this welfare will affect the economic development of their country.

The term education for sustainable development means that education is one of the tools to achieve sustainability. PuPB provides a view to balance human life and economic improvement while maintaining tradition and respect for the environment. Lampa (2012) states that ESD (Education for Sustainable Development) represents a holistic interdisciplinary learning strategy, based on values, critical thinking, cross-methodological approaches, decision making policies that intends to assist young people in dealing with an increasingly changing and challenging world.[6]).
UNESCO outlines 4 objectives of PEBP, namely: 1) Improving access and rights to quality basic education; 2) Reorient existing education programs towards sustainability; 3) Improve people's understanding and awareness of sustainability; 4) Provide training for all fields of work. ESD is more than basic knowledge related to the environment, economy, and social society. It also leads to the attainment of skills, perspectives and values that motivate people to achieve a sustainable life, participate in society and apply the principles of sustainability in life. The application of PuPB involves learning about local issues and appreciating global issues.

![Figure 1. Sustainable Development Lens: A Policy and Practice Review](image)

It has the potential to integrate several areas of the curriculum, including education for the future, citizenship, education for peace, multicultural and gender education, health education, environmental education, and media literacy. It also provides a basis for further curriculum development, for example developing students' understanding of economic aspects, including a positive attitude in viewing income and expenditure so that they can be balanced. Laurie states that research also provides evidence that ESD pedagogies facilitate the learning of knowledge, and promote the learning of skills, perspectives and values necessary to foster and maintain sustainable societies.

4. CONCLUSION

The awareness to implement sustainable development is one of the solutions to overcome various problems arising from increased human activities. Thus, it is very important to implement education for sustainable development as early as possible. The combination of pedagogical techniques with PuPB content contributes to teaching creativity, critical thinking, and fostering a willingness to learn for life, as well as all the habits that will support the achievement of a sustainable society. The success of education to build the human beings needed in sustainable development will be increasingly realized. Therefore, it is necessary to ensure in advance that all parties involved in education-related institutions are corruption-free and have high integrity.
REFERENCES


