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What Do University Students Know About SDG4 Quality Education? A Case Study of Business Management Education at Telkom University Indonesia

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Abstract

The 2030 global action grand plan proposes a theme of ending poverty, reducing inequality, and protecting environment. Known as Sustainable Development Goals (SDGs), Indonesian Government is showing full support by issuing a Presidential Regulation of Republic Indonesia Number 59 of 2017 concerning the Implementation in Achieving the Sustainable Development Goals. This research has the aim to determine the quality of education as one of the purposes in SDGs, namely SDG 4 in the Communication and Informatics Business Management (MBTI) study program based on the perceptions of the students taking entrepreneurship course. By gauging the level of understanding (cognitive), the ability to advocate (socio-emotional), the participation (behavioral) of the students related to SDG 4, also to measure the conformity of MBTI study program's vision and mission with Three Pillars of Tridharma where it is linked directly to SDG 4 targets. This research is categorized into quantitative descriptive research in which the data is taken from online questionnaires distribution. Likert scale is used to measure provided variables. Descriptive analysis result is used to categorize each variable. According to the research result, education for sustainable development has the lowest level of percentage compared to other indicators. Education for sustainable development is considered as a fundamental understanding of all sustainable development objectives. In order to increase the education level of sustainable development, it needs to be implemented into MBTI curriculum using ESD learning guidance issued by UNESCO.

Keywords—SDGs; Quality Education; Higher Education.

Abstrak

Rencana aksi global 2030 mengusung tema untuk mengakhiri kemiskinan, mengurangi kesenjangan, serta melindungi lingkungan. Rencana tersebut dikenal sebagai Sustainable Development Goals (SDGs) dan Indonesia mendukung dengan Peraturan Presiden Republik Indonesia Nomor 59 Tahun 2017 tentang Pelaksanaan Pencapaian Tujuan Pembangunan Berkelanjutan (TPB). Penelitian ini bertujuan untuk mengidentifikasi pendidikan berkualitas yang merupakan salah satu tujuan dari SDGs, yaitu SDG 4 pada program studi Manajemen Bisnis Telekomunikasi dan Informatika (MBTI) berdasarkan persepsi mahasiswa yang sedang mengambil mata kuliah kewirausahaan. Dengan mengukur tingkat pemahaman (cognitive), kemampuan untuk mempromosikan (socio-emotional) serta partisipasi (behavioural) mahasiswa terkait SDG 4 dan juga mengukur tingkat keselarasan visi/misi program studi MBTI dan 3 pilar Tridharma Perguruan Tinggi dikaitkan dengan target-target SDG 4. Serta untuk mengetahui kesiapan program studi MBTI dalam mewujudkan target-target SDG 4. Penelitian ini dikategorikan sebagai penelitian deskriptif kuantitatif, dengan pengambilan data melalui penyebaran kuesioner secara daring. Skala likert digunakan untuk mengukur variabel-variabel yang ada. Hasil analisis deskriptif untuk mengetahui kategori masing-masing variabel. Berdasarkan hasil penelitian, pendidikan untuk pembangunan berkelanjutan memiliki tingkat presentase paling kecil bila dibandingkan dengan indikator lain. Pendidikan untuk pembangunan berkelanjutan merupakan dasar dalam pemahaman untuk semua tujuan pembangunan berkelanjutan. Untuk meningkatkan pendidikan pembangunan berkelanjutan, dibutuhkan implementasi pada kurikulum MBTI dengan menggunakan panduan tujuan pembelajaran ESD yang dikeluarkan oleh UNESCO.

Kata kunci— SDGs; Pendidikan berkualitas; Perguruan tinggi.

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I. INTRODUCTION

Sustainable Development Goals (SDGs) are the global action plans constituted by world leaders at the 70th general assembly of the United Nations in New York. The next global action known as SDGs has formed 17 objectives with 169 targeted action plans up until 2030 with the theme “Transforming our world: The 2030 Agenda for Sustainable Development Goals”. SDGs are the continuation of Millennium Development Goals (MDGs) operating from 2000 to 2015 with its 5 principles of People, Planet, Prosperity, Peace, and Partnership. These five principles are believed to be a counterbalance in economy, social, and environment aspect.

As one of the United Nations members, Indonesia has taken its part in determining the 17 objectives of SDGs known as the global objective. As a form of participation in this action, Indonesian Government has officially issued a Presidential Regulation of Republic Indonesia Number 59 of 2017 concerning the Implementation in Achieving the Sustainable Development Goals. Besides issuing a Presidential Regulation of Republic Indonesia Number 59 of 2017 concerning the implementation in Achieving the Sustainable Development Goals, Indonesian Government has officially released the publication of Voluntary National Reviews (VNR). VNR is known as a state credential reporting the SDGs achievement indicators progress of a country. On June 2017, Indonesia then officially published a VNR with the theme of Eradicating Poverty and Promoting Prosperity in a Changing World. Inside the 2017 VNR, it is mentioned that the role of all stakeholders including government and non-government will strengthen the implementation of SDGs in Indonesia. After the issuance of 2017 VNR, the government reissued another VNR with the theme “Empowering People and Ensuring Inclusiveness and Equality in Indonesia” on 13th of June, 2019. This VNR mentioned that there will be a strong bound of joint ownership in implementing SDGs. Furthermore, the SDGs Center itself has successfully been built in several universities in Indonesia highlighting 6 main objectives in which one of them is SDG 4 (VNR, 2019).

The objective of SDG 4 is ensuring an inclusive and fair education while promoting the timeless opportunity in education for all. By implementing SDG 4 which aims to attain inclusive and quality education for all, every child, both girls and boys are expected to complete their primary and secondary school freely in 2030. According to Chaleta et al (2021), Goal 4 (Quality Education) aims at education for sustainable development and some of these goals explicitly require the actions of higher education institutions, given their direct relevance in teaching and learning activities, in the production of knowledge and in the development of skills to meet the challenges of today and the future. Nazar et al (2018) concluded that quality education is able to create graduates who are more agile and qualified to achieve a more sustainable life in their environment.

According to Sachs (2019), education is strongly able to carry out potential human resources to encourage economic growth, exterminate poverty, provide more decent job fields, and overcome gender inequality. This aligns with United Nations statement (2017) stating that education is the basic right for every human being and by obtaining the right education; it will be easier for us to achieve the sustainable development. According to the 2019 VNR, Indonesian education has shown lots improvements and stability proven by the realization of National Medium Term Development Plan (RPJMN) from 2015 to 2019. RPJMN has regulated the implementation of compulsory education for 12 years, improving the quality of education in services, job skill training, and competitiveness, ensuring welfare for teachers as well as improving the quality and access for pre- school education (PAUD). Based on Oluwadamilola et al (2018) that quality education has succeeded in helping the government in creating inclusive growth.

Telkom University is one of private universities located in Bandung, West Java, Indonesia. As a university, Telkom University certainly has various resources such as academics including students who are taking the role to accomplish university’s vision, mission, and goals. In 2019, Telkom University has succeeded to be the best private university in Indonesia according to the Ministry of Research, Technology and Education (Kompas, 2019). After gaining several achievements in 2019, in the early 2020, Telkom University initiated a new movement highlighting one of SDGs goals proven by the dissemination of Chancellor’s Decree Number KR.0015/LIT2/PRS/2020 concerning Collaborative Research Group for Disaster and Resilience and Sustainable Development (DRSD). The fundamental spotlight of this decree is the objective of SDG number 15 emphasizing on keeping the terrestrial ecosystem safe. According to Development Main Plan (RENIP), Telkom University in Telkom University Strategic Plan of 2019-2038 (2018) has a long-term vision which is “Achieving the World Class Entrepreneur University by 2038”. In order to successfully achieve this vision, Telkom University has set up a goal each year. The achievement is expected to be unlocked by 2038 as well as its long-term vision making entrepreneurship as one of the support systems.

According to Julien (2007) in Lubis (2012), entrepreneurship education is a complex subject that requires a combined approach from various fields of study and is not possible to be studied from economic perspective only. Entrepreneurship education held in Harvard was originally intended to commence employment opportunities for war veterans in order to stimulate the economy of the United States after the Second World War. Entrepreneurship education has succeeded in helping many graduates running their own business as well as opening the new jobs and creating prosperity.

Entrepreneurship is one of Telkom University's visions by 2023. Moreover, it has become a long-term vision to be achieved after 2023. Communication and Informatics Business Management, the first study program formed by Telkom University, is also the first major that held entrepreneurship program. By understanding that this program was not meant to create new venture for telecommunication industry, it has a deeper meaning in which it creates a determined attitude. In other words, entrepreneurship in Telkom Management Institute is seeing the education as a value and not an action. According to Apostolopoulos (2018), entrepreneurship plays an important role in achieving SDGs objectives since it can be the answer to our social, economic, and environment issues happening both locally and globally.

According to Zalieniene and Pereira (2021) higher education institutions have a decisive impact on shaping mentalities of the students. Through the process of transferring knowledge, research, and information in educational practices, the students who would like to choose the path of becoming the future leaders as well as SDGs actors will be well-educated (such as LSM and Development Institution) (Maulana, 2017). That being said, university's role is considered essential and strategic in achieving SDGs. University's participation has to be aligned with Three Pillars of Higher Education. Moreover on its educational aspect, socialization on SDGs will be transferred to every new student by adding SDGs into a specialized subject as well as inviting them to participate in related seminars. For its research purpose, university may conduct several researches with SDGs as the main topic in order to support Local Government on Local Action Plan (RAD). According to Weybrecht (2021), Hanken School of Economics and Aston Business School are some of the universities that have successfully implemented SDG 4. Hanken School of economics aims to provide students with opportunities to study regardless of their major and educational background. While Aston Business School focuses on providing practical and financial support to build trust and build motivation to young people

According to Purcell et al (2019) collaboration between universities and students must also play an active role in its implementation, in order to accelerate the achievement of the SDGs. In achieving SDGs indicators, education requires a focus on sustainable development in which it may help the students to come up with a right decision and action with the full responsibility for environment, economic sustainability and a justice for society for the next generation. UNESCO (2017) stated that the ESD concept does not only teach us about sustainability principle but also how to transform and create a brand new society that is more sustainable. That is why; the concept of ESD will help boosting the education sector into put more attention in establishing the relationship between the education and sustainable society in the future. According to Shulla et al (2020) that this ESD has a complex relationship with various issues in the SDGs. ESD might become a fundamental competence in achieving SDGs indicators. The aim of this specialized learning will be conducted using cognitive, socio-emotional and attitude aspect. Cognitive aspect will explain how certain knowledge and skill might help achieving SDGs. Meanwhile the socio-emotional aspect will elaborate the social behavior of students in achieving SDGs. The last aspect is attitude that will explain action plan in realizing SDGs.

By looking at these 3 aspects, the students will have a great knowledge about SDGs, socially behave and act according to SDGs. The researcher is hooked to find out how well the MBTI students taking entrepreneurship course understand the implementation of SDGs since they are believed to be the main booster towards future transformation while offering a flexible and broad structure to achieve the implementation of SDGs and motivate the economic growth regionally.

II. RESEARCH METHODOLOGY

This research is conducted in Communication and Informatics Business Management (MBTI) and is demonstrating quantitative as research method as well as survey method in compiling the respondents' information. The analysis unit of this research is every individual perception in certain group of active MBTI students taking entrepreneurship courses. The level of researcher's involvement has minimum intervention which means the process of data collection is conducted just the way there is.

This research is demonstrating descriptive method to comprehend the characteristic of active MBTI students who are currently studying entrepreneurship. Every detail of information required in this research is obtained from primary and secondary source. Primary data is the questionnaire result that has been previously distributed to MBTI students. Meanwhile the secondary data is the previous literatures, related documents and books as references. Validity test is conducted by demonstrating advanced validity test where research instrument is measured and determined by an expert so that it can be usable. The process of validity test for every point included in the questionnaire will be validated by SDGs Ambassador in Telkom University.

In order to analyze the data, descriptive analysis is used to illustrate every answer given by the respondent. By using this analysis, the score and stand for each respondent will be determined based on the answers given. Based on previous preview, this research has the aim to measure how well the respondents are able to determine these followings research variables criteria such as ESD for SDG 4, Three Pillars of Higher Education, and SDG 4 or quality education.

ESD variable for SDG 4 in determining the knowledge, skills, social behavior, and action is based on SDG objective. Furthermore, Three Pillars of Higher Education variable will help in determining the education, research and social services based on SDGs objective through students' perception. Three Pillars of Higher Education is known as an exclusive characteristic of a university according to Owen (2017). She mentioned that university has an important role in the realization of SDGs, by being able to do more than provide skills and training aimed at sustainability. With the tridharma of higher education, sustainable innovation such as research and investment in high quality scientific inquiry programs can be carried out. Lastly, SDG 4 variables to measure the readiness of study program are the 4.3 target which is accessible education and quality education, the 4.4 target is relevant skills, the 4.5 target is gender equality and the 4.7 target is sustainable development knowledge.

In order to facilitate the researcher in categorizing the perception of respondents on research variable such as ESD for SDG 4, Three Pillars of Higher Education, and SDG 4 or quality education, assessment criteria will be compiled for every question based on its percentage. Cumulative value is the total value from every statement given by the respondents as an answer. The total of respondent taken is 222 respondents. The percentage is item cumulative value divided by its frequency value and multiplied by 100%. The total of respondent is 222 and the highest measurement scale is 5 while the lowest measurement scale is 1. The largest cumulative number obtained is 1,110 (result of 222×5). Meanwhile the smallest percentage number is $(222 : 1,110) \times 100\% = 20\%$. The range value is $100\% - 20\% = 80\%$. When it is divided by 5 measurement scale, the percentage interval is 16%, Table 1 shows the percentage interval by each category.

Table 1. Percentage Interval

Assessment Category	Percentage Interval (%)
Very Poor	$20 < x \leq 36$
Poor	$36 < x \leq 52$
Fair	$52 < x \leq 68$
Good	$68 < x \leq 84$
Very Good	$84 < x \leq 100$

III. RESULT AND DISCUSSION

A. Result

The questionnaires are distributed to 250 respondents who meet the criteria yet only 222 of the respondents give out their responses. It consists of 63 questions including 3 research variables such as ESD for SDG 4, SDG 4 or quality education, and Three Pillars of Higher Education. Every variable has difference dimension and indicator. The first variable will be ESD since SDG 4 has 3 dimensions and 15 indicators where every dimension owns 5 different indicators.

The Table 2 explains that cognitive domain dimension has 84,68% of percentage value. The percentage value obtained shows that cognitive aspect is in a good category showing that research respondents have sufficient knowledge and analytical thinking skill to understand SDG 4 and possible challenge they may have to deal with.

Table 2. Total Value of Cognitive Domain Dimension

Statement	Total Value (%)
Education is one of the main drivers in improving the quality of people's lives	86.58
Education is one of the main drivers in ending poverty	84.50
Education is one of the main drivers in reducing inequality	85.77
Education is one of the main drivers in protecting the environment	84.32
Lifelong learning opportunities for all can improve the quality of people's lives	86.31
Lifelong learning opportunities for all can end poverty	84.50
Lifelong learning opportunities for all can reduce inequality	84.86
Lifelong learning opportunities for all can protect the environment	83.87
Education is a public consumption that can be accessed by all	85.14
Education is a fundamental human right	87.30
Education can be the basis for ensuring the realization of other rights	87.21
Culture has an important role as a driver of sustainable development	84.50
Education can help in creating a more sustainable world	85.41
Equality in obtaining access to education, especially for women, is still far from expectations	83.42
Equality in obtaining access to education, especially for men in rural areas, is still far from expectations	84.41
Equality in educational attainment, especially for women, is still far from expectations	83.24
Equality in educational attainment, especially for men in rural areas, is still far from expectations	83.60
The reason why equitable access to quality education, especially for women is still minimal	83.06
The reason why equitable access to quality education, especially for men in rural areas is still minimal	83.15
The reason why equitable access to lifelong learning opportunities, especially for women, is still minimal	83.60
The reason why equitable access to lifelong learning opportunities, especially for men in rural areas is still minimal	83.60

Entrepreneurship course implemented in Communication and Informatics Business Management has led the students to gain the knowledge based on proper aspects related to cognitive aspect for SDG 4. The knowledge they gained in entrepreneurship class will push them to shape their way of thinking on how education actually plays an important role in achieving sustainable development, improving people's way of life, and creating a more sustainable, fair, peaceful world for all.

Furthermore, socio-emotional aspect consists of 5 indicators and 10 question items. One of the question items is about the ability to enhance self-realization on the importance of a good quality education. The four other questions are about the ability to motivate and empower people to gain an equal opportunity in education. Three of the questions will be related to the ability in analyzing the education value and the study needs. One other question is about self-capability to acknowledge our own skill. The last question is about the ability to get involved in ESD.

Tabel 3. Total Value of Socio-emotional Domain Dimension

Statement	Total Value (&)
Increase self-awareness of the importance of quality education for all.	82.61
Motivate others to demand education.	76.67
Motivate others to take advantage of educational opportunities	76.94
Empower others to demand education	74.23
Empowering others to take advantage of educational opportunities	74.86
Knowing the intrinsic value of education	80.90
Analyzing learning needs in self-development	82.61
Identify learning needs in self-development	82.61
Recognizing the skills I have in order to improve my personal life (especially in work and entrepreneurship)	83.87
Engage in education for sustainable development	75.59

Table 3 explains that socio-emotional domain dimension has 79,9% of percentage value and is considered in a good category. This category is concluded from MBTI students taking entrepreneurship course who have mastered the social skills that make them possible to collaborate, negotiate, and communicate in realizing SDG 4. Lastly, behavioral domain dimension has 5 indicators and 22 questions. Four questions are related to the ability to contribute, facilitate, and implement the proper quality education and ESD. One question is about the ability to promote gender quality, empower the young generations and to demand the policy related to ESD. Last two questions are about the ability to utilize the opportunity of a lifetime education and to promote sustainable development.

Table 4. Total Value of Behavioural Domain Dimension

Statement	Total Value (&)
Contribute to facilitating quality education for all	71.53
Contribute to facilitating education for sustainable development	71.26
Contribute to implementing quality education for all	73.60
Promoting gender equality in education	73.69
Demand the development of policies that promote free education for all	79.19
Demand the development of policies that promote equitable education for all	74.32
Demand the development of policies that promote quality education for all	74.68
Demands the development of educational policies for sustainable development	74.23
Demand the development of policies aimed at making educational facilities accessible to all	73.69
Demand the development of policies aimed at making education facilities inclusive for all	74.50
Demand the development of policies aimed at making educational facilities safe for all	74.23
Support the development of policies that promote free education for all	74.23
Support the development of policies that promote equitable education for all	78.83
Equality in obtaining access to education, especially for women, is still far from expectations	79.19
Support the development of policies that promote quality education for all	79.01
Support the development of educational policies for sustainable development	79.10
Support the development of policies aimed at making educational facilities accessible for all	79.64
Support the development of policies aimed at making education facilities inclusive for all	80.27
Support the development of policies aimed at making educational facilities safe for all	79.73
Promoting youth empowerment	79.82
Using all educational opportunities throughout my life	81.98
Apply the knowledge gained in everyday life to promote sustainable development	77.21

Table 4 explains that behavioral domain has 76,54% of percentage value. The percentage is categorized in a good a category which shows that the respondents have gained the capability to take action or to participate in supporting the implementation of SDG 4. This proves that entrepreneurship course is able to boost the student to contribute and implement the education for all, support the free and fair policy as well as utilizing the opportunity to gain a lifetime education and applying the knowledge of sustainable development in everyday life.

Based on the results obtained from each dimension in ESD for SDG 4 variable, it is known that behavioral dimension has the lowest value compared to two other dimensions though it is still categorized in a good value. This is caused by the average score of 2,09% obtained from students who think that it might be a lot harder to participate and support the implementation of SDG 4 than to understand and advocate this matter.

Given the explanation for each category, ESD variable for SDG 4 can be categorized as a good one with 80,10% of percentage value. This shows that every respondent understands, promotes, and implements the good quality education for sustainable development. They are also able to deal with any upcoming challenge. With those abilities, a foundation to achieve sustainable development has been well-implemented. The following Figure 1 will describe the location of ESD variable for SDG 4 in continuum line.

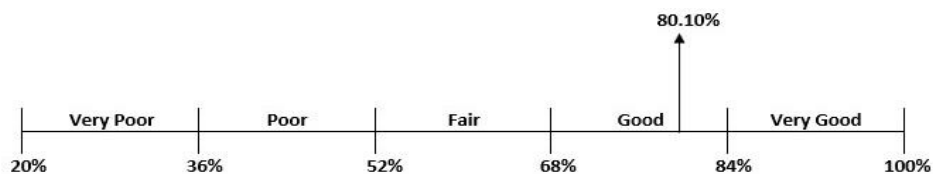


Figure 1. Value of ESD for SDG 4 Variable

On Three Pillars variable, it has 3 indicators and 3 questions. The questions are about education, research, and community services. Table 5 will elaborate the total value for every question item.

Table 5. Total Value of Three Pillars variable

Statement	Total Value (&)
Education based on the mission of the MBTI Study Program has led to the achievement of "Quality education"	82.61
Research based on the mission of the MBTI Study Program has led to the achievement of "Quality Education"	76.67
Community service based on the mission of the MBTI Study Program has led to the achievement of "Quality Education"	76.94

The Three Pillars variable has 3 main indicators such as education, research, and community services. Education and teaching indicators reach as much as 79,82% of percentage, meaning that the respondents admit that education carried out by MBTI study program mission has well-aligned with quality education. Based on this result, the perception of these students is formed through materials and discussion regarding SDGs taught in entrepreneurship course. The second indicator is research with 79,55% of percentage which is categorized as a good one to go. This data reflects the acknowledgment of respondents towards the quality education that has the same mission as MBTI study program. In other words, these students are believed conducting researches with SDGs as their main topic of writing.

The third indicator is community service that has 77,84% of percentage. At this rate, respondents believe that community service and the mission of MBTI study program share the same spirit. Hence, viewing this from the perspective of students taking entrepreneurship course, MBTI study program has succeed to link SDGs implementation in every activity carried out by either lecturers or students. According to the accumulation score for each indicator, the result shows that community service indicator is the lowest one compared to education and research. This actually means that the community service based on quality education has not been properly applicable from the perspective of MBTI students. It happened since there are about 18,47% of the students who are still in doubt and concerned about community services based on quality education. Given the detail explanation for each indicator, the Three Pillars of Three Pillars reaches 80,63% of percentage. It shows that Three Pillars of Higher Education's spirit aligns with the mission of quality education owned by MBTI study program even it is not explicitly mentioned for public. For once again, this proves that the implementation of Three Pillars of Three Pillars in this study program has successfully led to an achievement of SDG 4 yet it still needs to be improved. The percentage value for Three Pillars variable according to MBTI mission is perfectly aligned with the percentage obtained from the statements related to MBTI vision which has 80,63% of percentage. The following Figure 2 will describe the location of Three Pillars variable in continuum line.

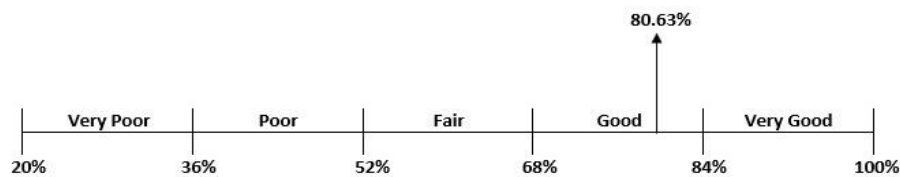


Figure 2. Value of Three Pillars of Higher Education Variable

The last variable is SDG 4 known as quality education which has 4 indicators and six questions. Two questions are related to access to affordable and quality education. The other questions are about the proper skill and gender disparity. Last two questions are about share of knowledge and skills related to sustainable development. By viewing at the following table, the total value of every question item will be described.

Table 6. Total Value of SDG 4 Quality Education

Statement	Total Value (&)
The MBTI Study Program has answered people's expectations of ease of access to education.	73.87
The quality of the MBTI Study Program has complied with the demands of "Quality education".	78.38
The skills taught by the MBTI Study Program are relevant to industry 4.0.	83.87
The MBTI Study Program is very concerned about eliminating gender disparities.	80.45
The provision of sustainable development knowledge receives a sufficient portion of the MBTI Study Program.	70.36
Skills to achieve sustainable development receive attention in the MBTI Study Program	69.64

Based on Table 6, the first indicator is the access to an affordable and quality education. There will two questions related to this indicator. The percentage for this indicator is 76,13% and is in good category. According to this data, MBTI study program is proven affordable and has a good quality. The second indicator is proper skill which only has one question with 83,87% of percentage categorized as a good category. This proves that MBTI study program has provided the students with relevant skills and one of them is entrepreneurship course. MBTI study program does not only provide the students with normative experience but also empirical opportunity to

have an actual experience on the field. The third indicator is gender disparity reaching 80,45% of percentage. This acts as a reflection of MBTI study program on the effort of exterminating gender inequality.

The last indicator is the share of knowledge and skill related to sustainable development. This indicator has percentage of 70% and is in a good category. The result shows that MBTI has provided the student with sufficient knowledge and skills about sustainable development even though there are 30% of respondents admit that there has to be some improvements in knowledge sharing and skill training. From the explanation above, it can be concluded that SDG 4 variable is in a good category with 76,10% of percentage level. This shows that MBTI has owned the basic and fundamental principle implemented to their students and will help to accelerate SDG 4 achievement.

B. Discussion

Based on the result of this research, behavioral domain dimension of MBTI students taking entrepreneurship course is the lowest one compared to cognitive and socio-emotional domain dimension. Therefore, the university has the obligation to advance the quality of students' behavioral domain by giving them spaces and opportunity to gain access to the education related to SDG 4. Community service is also the lowest dimension compared to education and research dimension. Even the value obtained is still in a good category, yet the portion has to be bigger than previous value. The aim is to make Telkom University as a center of excellence and can be referred by another universities as well as a role model to the society. Some respondents still think that share of knowledge and skill about sustainable development has had enough portions, unfortunately it still has the lowest percentage value compared to other dimensions.

ESD is the fundamental thing of SDG 4, according to UNESCO (2017), ESD is able to achieve SDGs objectives by dividing every learning process started from knowledge as the basic and early fundamental thinking, followed by the ability to advocate more people in promoting the sustainable development and the ability to act according to each objective of SDGs. ESD is where we are going to start to understand SDGs way better.

Especially for MBTI study program and Telkom University as a whole, there are still lots of things to improve in the future specifically for knowledge and skill aspects about sustainable development. According to Stukalo and Lytvyn (2021), it is important to consolidate the efforts of all higher education stakeholders at different levels, starting with structured dialogue on SDG innovations and enhancements in learning and teaching, and to encourage and support the development and implementation of national and institutional strategies. This aligns with Lubis and Ghina (2020) stating that educators should focus specifically on relevant pedagogical approaches that support the acquisition of competencies for development. The university should have considered including those materials into the curriculum so that the students will grasp a better and complete understanding. At this rate, the understanding, promoting ability and participation in SDG 4 is considered more than enough, yet the knowledge related to sustainable development should always be implemented continuously. It is better to have SDGs Center in Telkom University to support the government achieving SDGs according to Presidential Regulation of Republic Indonesia Number 59 of 2017 concerning the Implementation in Achieving the Sustainable Development Goals.

IV. CONCLUSION AND RECOMMENDATION

According to descriptive analysis, the level of understanding can be seen from cognitive dimension that is in a good category showing that MBTI students taking entrepreneurship course has a great level of understanding on SDG 4. The ability to promote can be reviewed from socio-emotional dimension that is also included in a good category. This shows that MBTI students have a proper skill in promoting SDG 4. Participation is referred to behavioral dimension that is categorized in a good category proving that the students have participated actively in supporting the implementation of SDG 4. Three Pillars of Higher Education in MBTI study program is known to be aligned with SDG 4 proven by each of its indicators that are categorized as good category. The SDG 4 target value for MBTI study program is concluded from the average value of every indicator that has been elaborated and discussed by researcher in the previous chapters. The result shows that MBTI study program owns a strong fundamental in implementing SDG 4 target based on MBTI students' perception that also meet the research criteria.

Recommendation is based on research result conducted by researcher that is behavioral domain dimension of MBTI students taking entrepreneurship course is found as the lowest one compared to cognitive and socio-

emotional domain dimension. Therefore, the university has the obligation to advance the quality of students' behavioral domain by giving them spaces and opportunity to gain access to the education related to SDG 4. The researcher is expected to broaden the research object by elaborating other SDGs targets related to quality education so that the SDGs identification process conducted in MBTI study program can be a comprehensive unity to achieve the 2030 agenda in Telkom University.

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