

Sustainable Development in Improving the Quality of Education in Pekanbaru City

by Ranggi Ade Febrian

Submission date: 12-Apr-2023 02:38PM (UTC+0700)

Submission ID: 2062363550

File name: ICOGPA_Proceedings_Jurnal_2.pdf (1.34M)

Word count: 5948

Character count: 34804

*Proceedings of the 2nd International Conference on Government and Public Affairs 2021 (ICOGPA2021),
6-7 April 2021, Universiti Utara Malaysia, Sintok, Kedah, MALAYSIA*

Proceedings of the
**2ND INTERNATIONAL CONFERENCE ON GOVERNMENT
AND PUBLIC AFFAIRS 2021 (ICOGPA2021)**
'Coping with Challenges in Intergovernmental Relations Landscape'

6-7 APRIL 2021
UNIVERSITI UTARA MALAYSIA
SINTOK, KEDAH
MALAYSIA

JOINTLY ORGANIZED BY:

SCHOOL OF GOVERNMENT, UNIVERSITI UTARA MALAYSIA

AND

PROGRAM STUDI MAGISTER ILMU PEMERINTAHAN PASCASARJANA,
UNIVERSITAS ISLAM RIAU,
INDONESIA



*Proceedings of the 2nd International Conference on Government and Public Affairs 2021 (ICOGPA2021),
6-7 April 2021, Universiti Utara Malaysia, Sintok, Kedah, MALAYSIA*

**edited
and
coordinated by:**

**saadon awang
norlaila abdullah chik
kalthum hj hassan
zawiyah mohd zain
ahmad zubir ibrahim
noor faizzah dollah
halimah Abdul Manaf
rozita Abdul Mutalib
zalinah ahmad
sakinah muslim**

**COPYRIGHT © 2021 by the School of Government, Universiti
Utara Malaysia, 06010 Sintok, Kedah, MALAYSIA
(<http://sog.uum.edu.my/>)**

10
**All Rights Reserved. No part of the material protected by this
copyright may be reproduced or utilized, in any form,
electronics or mechanical, including photocopying or
recording, or by any information storage and retrieval system,
without written permission from the copyright owner.**

**2021. Published by the School of Government,
Universiti Utara Malaysia
eISBN 978-967-16057-9-0**



BACKGROUND OF ICOGPA2021

Recent research indicated that public administration will be facing grand challenges in the year of 2020s and onwards due to a rapidly evolving international, economic, social, technological, and cultural environment (Gerton & Mitchell, 2019). One of the grand challenges identified is about managing intergovernmental relations including public affairs especially within the COVID-19 pandemic. The 2nd ICOGPA 2021 will focus on this issue to help governments at all levels to improve their operations so that they can confront new public problems in new ways and earn the public's trust. New approaches need to be discussed to further strengthen the relationship between government institutions and the public, especially in relation to government services and the re-evaluation of the people's responses to the emergence of the Industrial Revolution 5.0.

Objectives 2nd ICOGPA 2021 are:

1. To provide a platform for academicians, practitioners, professionals and students to discuss and exchange key and current issues associated with government and public administration as well as efficient bilateral relations between government and society.
2. To encourage public discourse among academicians, practitioners, professionals and students on the importance of public and government relations and the need for good relations between these entities.

PR004

Sustainable Development in Improving the Quality of Education in Pekanbaru City

Teguh Pradana^{1*}, Ranggi Adi Febrian²

^{*1}Program Studi Ilmu Pemerintahan, Fisipol, Universitas Islam Riau, Indonesia

² Program Studi Ilmu Pemerintahan, Fisipol, Universitas Islam Riau, Indonesia

*Corresponding Author: teguhpradana74@gmail.com

Abstract: *The quality of education is one of the indicators is looking at sustainable development. In reality, the quality of education in the area, especially Pekanbaru City, is still low as evidenced by the existing data. The purpose of this research is to describe how sustainable development in improving the quality of education, especially in Pekanbaru City. The theory used in this study is the theory of sustainable development. This research uses descriptive methods with a qualitative approach. The results of this study show that it has not been running optimally. This is because social sustainability, environmental sustainability, economic sustainability are not achieved due to lack of participation, low supervision, no clear commitment, lack of budget, and invalid data. Therefore, it is recommended for the Education Office to collaborate with the school and private community to realize the quality of sustainable education*

Keywords: *Government Management, Sustainable Development, Quality of Education*

1. INTRODUCTION

The Sustainable Development Goals (SDGs) are a global development convention discussed at the 70th **general assembly of the United Nations** on 25 - 27 September 2015 in New York, United State. The meeting was attended by 193 heads of state including The Vice President of Indonesia, Jusuf Kalla who also presented the sustainable development agenda for Indonesia. On January 1, 2016, the Sustainable Development Goals (SDGs) officially replaced the Millennium Development Goals (MDGs) and were implemented until 2030.

The Sustainable Development Goals (SDGs) were first initiated by the Governments of Canada, Peru, Guatemala, and the United Arab Emirates before the Rio de Janeiro conference in June 2012 to become a global development agenda. SDGs are expected to be able to

complete the development agenda with an increasingly soaring old and new challenge. Thus SDGs are also expected to be a mainstay in the transformation agenda that is very beneficial for future generations without sacrificing the needs of the current generation (Duanti & Arifin, 2020).

Sustainable Development Goals have been formulated as a development agenda that meets the needs of today without sacrificing the right to fulfill needs for future generations. In sustainable development, today's generation is not the current owner of natural resources. However, the current generation is analogous to the borrower of natural resources of future generations, so he must maintain and maintain and return those natural resources to future generations.

Indonesia is one of the countries that participate in supporting and agreeing on sustainable development programs. Indonesia's commitment to succeeding in the goals contained in the sustainable development program is seen from the signing of Presidential Regulation No. 59 in July 2017 on the implementation of the achievement of sustainable development goals (Peraturan Presiden, 2017).

Sustainable Development has 17 goals and 169 targets for a global action plan in the next 15 years (effective from 2016 to 2030). Sustainable development applies to all countries (universal) so that all countries without exception developed and developing countries have a moral obligation to achieve the goals and targets of sustainable development. The following transformative objectives of sustainable development have been agreed upon globally, including:



Figure1: Image Sustainable Development Goals
Source: Badan Perencanaan Nasional

Sustainable development research is interesting to do. Previous research has examined sustainable development such as (Hardiana, 2018) has focused on sustainable urban development how to build quality and safe and sustainable cities and settlements. Similarly, (Ishartono & Tri, 2016) which discusses sustainable development in the context of poverty is one of the goals of sustainable development, namely how all policies form in poverty alleviation. From this study, no one has focused on the quality of education as one of the goals of sustainable development so that researchers are motivated and interested in conducting research.

Education is one of the indicators in achieving sustainable development goals, education for sustainable development is a multidisciplinary concept in looking at development from a social, economic, and environmental perspective. This concept is not new but has been implied in Law No. 20 of 2003 on the national education system explains the purpose of national education, namely the development of the potential of learners to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, independent, capable, creative and become democratic and responsible citizens. One form of a citizen of noble character and responsibility can meet the needs of the present without putting aside the obligation to maintain environmental sustainability for future generations.

Education in Indonesia even in all countries is the most important thing because it becomes the basic thing to create a generation with good quality. Developed countries are supported by quality human resources. If we look, the condition in Indonesia is still alarming both in terms of facilities and infrastructure, even in areas far from the capital, there are school buildings that are not worth using this happens because education in Indonesia has not been able to function optimally. This educational inequality will be an influence on the quality of human development in every region in Indonesia.

Development Indeks that have been used by the United Nations Development Programme (UNDP) in the preparation of the annual human development report (Human Development Report) began to change since 2010. As is known, Human Development Index (HDI) is a composite index of aggregation results of three types of indices, each representing the dimensions of human development (HDI) namely health index, education index, and standard

of living index. Human Development Report UNDP, IPM Indonesia until 2018 is still ranked 113 out of 188 countries far behind neighboring Malaysia which is ranked 59th. Ranked 113 based on the world HDI category consisting of four categories, namely Very High Human Development (countries ranked 1 - 51), High Human Development (countries ranked 52 - 106), Medium Human Development (countries ranked 107 - 147), and Low Human Development (countries ranked 148 - 188). Based on that category according to its ranking Indonesia is in the category of Medium Human Development (Ferawati, 2018).

The 1945 Law mandates that every citizen is entitled to an education. The spearhead of the implementation of the Law in 1945 is in the region. As stated in Law No. 23 of 2014 on Local Government, primary and secondary education has been handed over to the region. Pekanbaru city is a very strategic area and has unique potential because it is located right in the middle of Riau province surrounded by areas rich in natural resources and the heart of Sumatra Island. Pekanbaru city is on the eastbound lanes of Sumatra and at the same time serves as the gateway of western Indonesia to the Asian, American, and European regions. Pekanbaru city is a city that has a vision of "Smart City Madani" which is a metropolitan city that upholds values, norms, laws, science, and technology that are civilized supported by the mastery of faith.

¹⁸ Pekanbaru City Government which has the responsibility and authority to improve the quality of education is the Pekanbaru City Education Office which is part of the local government devices based on Law No. 23 of 2014 on Local Government. as also stated in Governor Regulation No. 33 of 2018 concerning the Regional Action Plan for Sustainable Development Goals (SDG's) of Riau Province to implement sustainable development goals, one of which is quality education (Pergub Riau, 2018).

The position of Pekanbaru City Education Office based on Pekanbaru Mayor Regulation No. 92 of 2016 concerning The Details of Duties, Functions and Work Procedures of The Office - Office in the Pekanbaru City Government Environment is an implementing element of the Pekanbaru City government in the field of education that has the main task of carrying out some of the authority of the Local Government in the field of education by government authority and applicable laws and regulations (Perwal Pekanbaru, 2016).

Referring to the phenomenon of this research there are two indicators in looking at sustainable development in improving the quality of education in Pekanbaru City, namely:

Table 1. Human Development Index (HDI) Kota Pekanbaru, 2010 – 2019

Tahun	Indeks Pembangunan Manusia	Rata – Rata Lama Sekolah	Harapan Lama Sekolah	Angka Harapan Hidup	Pengeluaran Perkapita yang disesuaikan
2010	77,34	10,67	13,64	71,42	13 633
2011	77,71	10,84	13,74	71,46	13 719
2012	77,94	10,88	13,83	71,51	13 805
2013	78,16	10,93	13,93	71,54	13 891
2014	78,42	10,95	14,07	71,55	14 023
2015	79,32	10,97	14,86	71,65	14 126
2016	79,69	11,20	14,87	71,70	14 225
2017	80,01	11,21	14,93	71,75	14 547
2018	80,66	11,22	15,34	71,94	14 778
2019	81,35	11,43	15,37	72,77	15 206

Source : (BPS, 2020)

In the table above, it can be seen that the human development index as an important indicator to measure success in efforts to build the quality of life of people in Pekanbaru city is increasing slowly and still relatively low.

Table 2. Human Development Index (HDI) Kota Pekanbaru, 2010 – 2019

Tahun	Nominal
2015	344.000.000.000
2016	442,500.000.000
2017	376,900.000.000
2018	211,260.000.000
2019	190,100.000.000

Source : (Kemendikbud, 2019)

The education budget which is an important factor in sustainable development to improve the quality of inclusive education and help provide lifelong learning opportunities for all people does not appear to meet 20% of the provisions set by the Constitution of 1945, even a decrease in the education budget in Pekanbaru City. This Education Budget is a very important instrument in solving some problems related to education gaps. With the lack of budget even decreasing the annual budget in Pekanbaru city, this can be a big problem and hinder the progress of the quality of education because the education policies implementation is helped by the education budget so that the policy can be implemented optimally and become an expectation for the quality of sustainable education.

Related to the background above, therefore the central researchers for further and in this study entitled " Sustainable Development In The Quality of Education In Pekanbaru City". This research aims to know and provide about sustainable development in education education in Pekanbaru city.

2. LITERATURE REVIEW

2.1 Government Management

Government management is an effort by the government in meeting public needs by using available facilities and infrastructure. The management element becomes an important element in the organization, both in **the private sector** and in **the public sector** such as government organizations. Management in the public sector appointed from private sector management does not make the orientation of objectives and implementation in public sector organizations the same as the private sector.

According to Purnamasari & Ramdani, (2018) conceptually defines government management from two terms namely management and government that government management means as an activity or effort to achieve state goals by using state-controlled resources. The understanding of government management according to Waluyo is reinforced by Ranto's opinion that defines government management as a major factor in a public administration to

achieve the goals set by existing facilities and infrastructure, including organizations and resources and resources available.

Government management also highlights the planning, organizing, implementation, and supervision processes conducted by the government to provide services to the community (Suharyadi & Insani, 2016) Reasonable government management can be categorized as accountable government management because it is built based on similarity with other words the fairness of management can be seen from the performance of the government in providing public services (Widanarto, 2016).

The implementation of the Indonesian government within the framework of the unitary state, between the central government and the local government in its implementation, cannot be separated from the use of the principle of governance in the region. Law No. 23 of 2014 on Local Government which in principle regulates the implementation of local government that prioritizes the implementation of decentralization principles.

2.2 Sustainable Development

Sustainable development is formulated as a development activity that meets the needs of today without sacrificing the right to meet the needs of future generations. In the concept of sustainable development, today's generation is not the current owner of natural resources. The current generation is analogous to the borrower of natural resources of future generations, so he must nurture and return those natural resources to future generations (Hapsari, 2019).

According to Heal (Fauzi & Oxtavianus, 2014), the concept of sustainability, at least contains two dimensions that are first, the dimension of time because sustainability must concern what happens in the future. Second, it is the dimension of interaction between the economic system and the natural resources system, and the environment. The concept of sustainability can be broken down into three aspects of understanding, namely:

1. Social sustainability is defined as a system capable of achieving equality, providing social services including health, education, gender, and political accountability.

2. Environmental sustainability is an environmentally sustainable system that must be able to maintain stable resources, avoid exploitation of natural resources, and the function of environmental absorption. The concept also concerns the maintenance of biodiversity, the stability of air space, and other ecosystem functions that do not belong to the category of economic sources.
3. Economic sustainability, which is defined as a development capable of producing goods and services in continuity to maintain the sustainability of government and avoid the occurrence of sectoral imbalances.

Sustainable development aims to improve the welfare of the community, to meet human needs and aspirations. Sustainable development is essentially intended to seek equality of development between current and future generations.

2.3 Quality of Education

According to Law No. 20 of 2003 Education is a conscious and planned effort to realize the atmosphere of the learning and learning process so that learners actively develop their potential to have religious-spiritual power, self-control, personality, intelligence, noble morals, as well as the necessary skills themselves, society, nation, and country.

National education is an education based on Pancasila and the Constitution of the Republic of Indonesia year 1945 which is rooted in the values of religion, the national culture of Indonesia, and responsiveness to the demands of changing times. The national education system is an integrated interconnected educational component to achieve national education objectives.

Education is one of the main indicators of development and quality of human resources, so the quality of human resources is highly dependent on the quality of education. Education is a very important and strategic field in national development because it is one of the determinants of a nation's progress. Education is even the most effective means to improve the quality of life and the degree of the welfare of the community, as well as that, can lead the nation to achieve prosperity.

Education Quality Indicator According to Nanang Hanifah and Cucu Suhanah (Pribadi, 2015) that indicators in education are to include inputs, processes, and educational outputs.

Educational input is everything that should be available because it is needed for the process to take place. Something in the form of resources and software and hopes as a guide to the progress of the process. As the following unravels:

- i. Input resources, including human resources (principals, teachers including BP teachers, employees, students) and other resources (equipment, equipment, money, and materials).
- ii. Software input, covering school organizational structure, legislation, task description, plans, and programs.
- iii. The input of expectations, in the form of vision, mission, goals, and goals - suggestions that the school wants to achieve.

Meanwhile, according to Government Regulation No. 19 of 2005, it is stated that education in Indonesia uses eight standards that become a reference in building and improving the quality of education. National Standard of Education is a minimum criterion after the education system in all jurisdictions of the Unitary State of the Republic of Indonesia, as for the eight standards that become the minimum criteria are:

- i. Standard competency graduate criteria regarding qualifications of graduate abilities that include attitudes, knowledge, and skills.
- ii. Content standards are criteria regarding the scope of materials and competency levels to achieve the competence of graduates at certain levels and types of education.
- iii. Standard Process is a criterion regarding the implementation of learning in one educational unit to achieve the standard of competency of graduates.
- iv. Standards of educators and educational personnel are criteria regarding acting education and feasibility and mental, as well as education in office.
- v. Standard facilities and infrastructure are criteria regarding learning spaces, sports venues, places of worship, libraries, laboratories, workshops, playgrounds, creative places, and other learning resources, which are needed to support the learning process, including the use of information and communication technology.
- vi. Management standards are criteria for the planning, implementation, and supervision of education at the level of educational units, districts or cities, provinces, or nationally to achieve efficiency and effectiveness of education implementation.
- vii. The financing standard is a criterion regarding the component and the number of operating costs of the education unit that is valid for one year.

- viii. Educational assessment standards are criteria regarding mechanisms, procedures, and instruments for assessing students' learning outcomes.

3. METHOD

The research method used by the authors in sustainable development research in improving the quality of education in Pekanbaru city is qualitative. According to (Creswell, 2015) qualitative research is a type of research that explores and understands the meaning in several individuals or groups of people stemming from social problems. Qualitative research in general can be used for research on people's lives, history, behaviors, concepts or phenomena, social problems, etc. Researchers use qualitative research methods considering the data needed in this study in the form of documents, records, and qualitative data.

Author uses Purposive sampling with informant as follows

- Kasi Curriculum and Development of Smp Dinas Pendidikan Pekanbaru
- Head of Development of SD Dinas Pendidikan Pekanbaru
- Principal of SDN 94 Pekanbaru
- Principal of SDN 170 Pekanbaru
- Deputy Curriculum principal of SMPN 25 Pekanbaru
- Deputy Curriculum principal of SMPN 35 Pekanbaru

The types and sources used are primary data that is data or information obtained directly from all respondents who are the main sources in this study, namely data obtained directly from observations, interviews, and documentation to obtain answers. Secondary Data is data obtained through the collection or processing of data that is a documentary study in the form of a review of personal documentation, official institutional, references-references, or regulations. Supporting data obtained directly in the form of documents, archives, and books, the source can be literature - literature that has to do with this research and can also be in the form of geographical circumstances, population circumstances, economic and socio-cultural.

2

The data collection techniques used in this study are as follows:

- Interview (interview) that is by face-to-face and direct question and answer orally with research subjects
- Observation is by conducting direct observation of the symptoms that affect the problem to be studied
- Documentation is by studying and researching various documents related to research problems.

4. RESULT AND DISCUSSION

Sustainable development is a development that meets the needs of today without compromising the needs of future generations. Education is one of the indicators in achieving sustainable development goals. Education has an important role in sustainable development, through a process in education can be instilled in the concept of sustainable development and its urgency. Education for sustainable development is a multidisciplinary concept in looking at development from a social, economic, and environmental perspective.

4.1 Social Sustainability

Social sustainability is defined as a system capable of achieving equality, providing social services including health, gender, and accountability in society. Social sustainability is an indicator of ensuring that all girls and boys complete equal and quality primary and secondary education, leading to effective and effective learning outcomes.

Primary Education is an education that takes place in a family environment while secondary education is a formal education in formal institutions such as schools and universities. Primary education prioritizes families as supporting the quality of children's educational progress in contrast to secondary education that prioritizes teachers as support to advance children's education.

Teachers are agents of change that can provide the educational response needed to achieve Sustainable Development. Their knowledge and competence are essential to restructure the

educational process and educational institutions towards sustainability. The cause of the low quality of education in Indonesia, namely the low quality of teachers. The situation of teachers in Indonesia is still a concern. Most teachers do not have sufficient professionalism to carry out their duties as mentioned in article 39 of Law No. 20 of 2003, namely planning to learn, carrying out lessons, assessing learning outcomes, conducting mentoring, conducting training, conducting research, and conducting community service. The quality of teachers is a priority in improving the quality of education by improving the quality of educators, it will be easier to improve their students.

Based on the results of in-depth interviews and observations made by the author to inform informants, namely to prioritize the improvement of human resources educators by following all existing training, then involve stakeholders for educational progress and cooperate with parents in helping students complete their primary and secondary education. However, there are still many who complain about the lack of human resources educators and training in improving human resources through webinars are also not implemented effectively and student learning with online systems is still low due to lack of facilities in using it.

4.2 Environmental Sustainability

Environmental sustainability is an environmentally sustainable system that must be able to maintain stable resources, avoid exploitation of natural resources, and the function of environmental absorption. The concept also concerns the maintenance of biodiversity, the stability of air space, and other ecosystem functions. Environmental sustainability is an indicator to ensure that all girls and boys get access to environmental knowledge by building environmentally cultured schools (Adiwiyata).

Environmental education is a process of introducing values and concepts to build the skills and attitudes needed to understand and appreciate the relationships between culture and the biophysical environment. Environmental education also practices behavior in making decisions on issues related to environmental quality (Tristananda, 2018).

The central government has a program called 'Adiwiyata School' as one of the policies to achieve Education for Sustainable Development. This program was started in 2006 by two ministries, namely the Ministry of Education and the Ministry of Environment. This program aims to create a school that is cultured and concerned about the environment. This program invites school management to provide environmental protection and management teaching with educational, participatory, and sustainable principles. To achieve the objectives of the Adiwiyata program, 4 (four) components of the program are determined to be one whole unit in achieving Adiwiyata school. The four components are; 1) Environmentally Sound Policy; 2) Implementation of Environmentally Based Curriculum; 3) Participatory Based Environmental Activities, and 4) Management of Environmentally Friendly Supporting Facilities. Adiwiyata program targets are educational units from elementary school/mi, to high school/ma and vocational school. In this program, schools have generally implemented Social, Environmental, and Economic values. The implementation of the values in the three perspectives cannot be done separately but support each other and influence each other (Listiwati, 2013).

Based on the results of in-depth interviews and observations made by the author to the informant, it can be concluded that the education office together with the school has held and run Adiwiyata programs at various levels ranging from the city to the national, held existing literacy schools discussing environmental concerns, building community participation in the school environment to live clean and healthy, and integrating into learning to student organizations about the cultural environment. However, there are still schools that have difficulty developing Adiwiyata programs to the provincial and even national level is caused by the lack of participation of the school community and also material support by stakeholders to create and teach schools that are cultured environment.

4.3 Economic Sustainability

Economic sustainability, which is defined as a development capable of producing goods and services in continuity to maintain the sustainability of government and avoid the occurrence of sectoral imbalances. Economic sustainability is an indicator to ensure that all girls and boys get access to quality and affordable education. To make this happen, the government needs to

plan with an equalization and expansion policy of access to education directed at the availability and affordability of quality, relevant, and equal education services in all provinces, districts, and cities conducted through education assistance strategies.

In promoting education equality the government prepares several programs that are used for underprivileged people to still feel the education. As in 2005 the government launched a policy for education, namely the School Operational Assistance (BOS) fund aimed at freeing up the operational costs of education. The government also re-launched the Poor Student Assistance (BSM) program in 2009 which is expected in this program also to increase the number of people who are less able to attend school, drop out, or are unable to continue their schooling to the next level.

The government also launched a program in the field of education in 2014, namely the Smart Indonesia Program (PIP) which is distributed using a card namely Kartu Indonesia Pintar (KIP) as the identity/marker of pip funding recipients, every student who receives PIP assistance is only entitled to one KIP that aims to build a superior generation and the young generation get a decent education.

During this pandemic, the government has provided quota assistance to all students and educators to facilitate them in organizing education online. This assistance is provided every month during the pandemic in Indonesia and causes educational activities to be implemented in the network system.

Based on the results of in-depth interviews and observations made by the author to inform informants, it can be concluded that prioritize scholarship assistance, especially to students who are not able and needy in the form of smart Indonesian programs, BOS funding assistance to each student, quota assistance during the pandemic, zakat from the education office, to assistance provided by the private sector. However, it can still be seen that some students do not get scholarship assistance provided by the government such as smart Indonesian programs or zakat from the education office is due to incomplete administrative requirements and no data of students who need it in the DEPODIK because of an error in inputting data. Then the quota

assistance is also still there are students or teachers who have not gotten and also the assistance facilities provided by the private sector are still lacking to the school.

5. CONCLUSION

Sustainable Development in Improving the Quality of Education in Pekanbaru City can be determined in three indicators, namely Social Sustainability, Environmental Sustainability, and Economic Sustainability. First social sustainability, the education office has held training in the form of seminars or meetings to improve competence to educators, then the school builds cooperation with parents to help students complete primary and secondary education in the form of family-friendly schools. However, the school still complains a lot about the human resources of its educators, and training to improve human resources through webinars has not been implemented effectively. Secondly, environmental sustainability, the education office together with the school realizes an environmentally cultured school by conducting Adiwiyata programs in various levels ranging from the city to the national, then the school integrates into classroom learning to students about environmental cultural insights and also the school holds a literacy school that discusses the return of the environment and makes it economically valuable. But there are still schools that have difficulty developing Adiwiyata programs due to the lack of participation and lack of material support by stakeholders to create an environmentally cultured school. Thirdly, economic sustainability, several efforts have been made by the government through the education office in assisting students to obtain quality and affordable education access by assisting in the form of smart Indonesian programs, assistance in the form of zakat funds, BOS funding assistance, facilities, and infrastructure assistance, to quota assistance during the covid-19 pandemic, there is also little assistance from the private sector. But administrative requirements and miss input of data become obstacles so that assistance can not be given to the needy.

ACKNOWLEDGEMENTS

We would like to thank the islamic university of Riau in this case the department of government sciences that has provided the opportunity to conduct research in order to improve scientific activities, especially in educational issues.

REFERENCES

- BPS. (2020). *Indeks Pembangunan Manusia (IPM) Kota Pekanbaru, 2010 – 2019*.
- Creswell, J. W. (2015). Penelitian Kualitatif dan Desain Riset (memilih diantara lima pendekatan). In *Penelitian Kualitatif*.
- Duanti, A. K., & Arifin, A. (2020). Pengaruh belanja fungsi pendidikan, belanja kesejahteraan sosial, belanja modal, dan dana alokasi khusus (DAK) terhadap Pencapaian Sustainable Development Goals (SDGs) di bidang pendidikan tahun 2018. *Paradigma Pengembangan Ekonomi Kreatif Di Era 4.0*, 251–260.
- Fauzi, A., & Oxtavianus, A. (2014). The measurement of sustainable development in Indonesia. *Jurnal Ekonomi Pembangunan: Kajian Masalah Ekonomi Dan Pembangunan.*, 15(1), 68.
- Ferawati, R. (2018). Sustainable Development Goals di Indonesia: Pengukuran dan agenda mewujudkannya dalam perspektif ekonomi islam. *Jurnal Penelitian Sosial Keagamaan*, 33(2), 143–167.
- Hapsari, G. D. (2019). Upaya Indonesia dalam pengendalian tembakau untuk mencapai target 3 . a Sustainable Development Goals Tahun 2017-2019. *Jurnal Sociae Politie*, 58–83.
- Hardiana, D. R. (2018). Implementasi Sustainable Development Goals (SDGs) dalam Pembangunan Kota Berkelanjutan di Jakarta. *Jusuf Kalla School of Government*.
- Ishartono, R., & Tri, S. (2016). Sustainable Development Goals (SDGs) dan pengentasan kemiskinan. *Jurnal: Social Work*, 6(1), 154–277.
- Kemendikbud. (2019). *Alokasi Anggaran Dana Pendidikan di Kota Pekanbaru*. Kementerian Pendidikan dan Kebudayaan.
- Listiawati, N. (2013). Pelaksanaan pendidikan untuk pembangunan berkelanjutan oleh beberapa lembaga. *Jurnal Pendidikan Dan Kebudayaan*, 19(3), 430–450.
- Peraturan Presiden. (2017). *Tentang pelaksana Pencapaian Tujuan Pembangunan Berkelanjutan*.
- Pergub Riau. (2018). Rencana aksi daerah tujuan pembangunan berkelanjutan (TPB)/ Sustainable Development Goars (SDGS) Provinsi Riau tahun 2017 - 2019. *No. 33*.
- Perwal Pekanbaru. (2016). Tentang Kedudukan, Susunan Organisasi, Tugas Dan Fungsi Serta Tata Kerja Dinas Pendidikan Kota Pekanbaru. *Perwa Nomor 92*.
- Pribadi, R. E. (2015). Implementasi Sustainable Development Goals (SDGs) dalam meningkatkan kualitas pendidikan di Papua. *Jurnal Ilmu Hubungan Internasional*, 5(3),

917–932.

- Purnamasari, H., & Ramdani, R. (2018). Manajemen pemerintahan dalam pembangunan desa Di Desa Lemahabang Kecamatan Lemahabang Kabupaten Karawang. *CosmoGov: Jurnal Ilmu Pemerintahan*, 4(2), 160–172.
- Suharyadi, H., & Insani, M. A. (2016). Manajemen pemerintahan dalam program unit reaksi cepat tambal jalan di Kota Bandung Tahun 2015. *CosmoGov: Jurnal Ilmu Pemerintahan*, 2(2), 239–262.
- Tristananda, P. W. (2018). Membumikan education for sustainable development (ESD) di Indonesia dalam menghadapi isu – isu global. *Jurnal Agama Dan Budaya*, 2(2), 42–49.
- Widanarto, A. (2016). Transformasi Manajemen Pemerintahan Dari Aspek Lingkungan Di Kota Bandung. *CosmoGov*, 2(2), 263. <https://doi.org/10.24198/cosmogov.v2i2.10017>

Sustainable Development in Improving the Quality of Education in Pekanbaru City

ORIGINALITY REPORT

14%

SIMILARITY INDEX

12%

INTERNET SOURCES

7%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1	proceedings2.upi.edu Internet Source	1%
2	H N Fatiyah, Riandi, R Solihat. "Development of learning tools education for sustainable development (ESD) integrated problem-solving for high school", Journal of Physics: Conference Series, 2021 Publication	1%
3	iss.internationaljournallabs.com Internet Source	1%
4	Agung Wibowo, Ravik Karsidi, Bani Sudardi, Mahendra Wijaya. "The Development of Organic Tourism Villages Based on Participation and Local Wisdom in Indonesia", E3S Web of Conferences, 2021 Publication	1%
5	jurnal.unimed.ac.id Internet Source	1%
6	ijels.com Internet Source	1%

7	journal.ugm.ac.id Internet Source	1 %
8	jurnal.utu.ac.id Internet Source	1 %
9	Harry Blutstein. "Chapter 3193 Globalization and World Trade Organization", Springer Science and Business Media LLC, 2022 Publication	1 %
10	www.studentassignmentaid.com Internet Source	1 %
11	jurnal.uns.ac.id Internet Source	1 %
12	techniumscience.com Internet Source	1 %
13	docplayer.net Internet Source	1 %
14	www.tandfonline.com Internet Source	1 %
15	repository.ub.ac.id Internet Source	1 %
16	ressat.org Internet Source	1 %
17	eprints.unram.ac.id Internet Source	1 %

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On