

THE ROLE OF HIGHER EDUCATION INSTITUTIONS IN ACHIEVING SDGs IN INDONESIA

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THE ROLE OF HIGHER EDUCATION INSTITUTIONS IN ACHIEVING SDGs IN INDONESIA

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ABSTRACT

The involvement of Higher Education Institutions in overcoming problems in society has been mandated by the third pillar of *Tridharma Perguruan Tinggi* (Three Pillars of Higher Education), namely community service. Empowerment and development of rural communities, as also mandated by Law number 6 of 2014 concerning Villages, is one of the services of higher education institutions to the community and village government. The real form of higher education institution policy programs is carrying out a Sustainable Village Development program based on the Sustainable Development Goals (SDGs). The form of activity is carried out through community service activities by focusing on identifying and developing regional potentials to deal with various development problems in rural areas. This current article describes the results of field study on the important role of higher education institutions in achieving the SDGs through village development in Tomini Bay area, particularly in Gorontalo Province. The focus of this study includes: 1) the contribution of higher education institutions in village development through the SDGs, 2) the prioritization of use of village funds, and 3) Good Governance and Innovation.

Keywords: Higher Education Institutions, SDGs, Village

INTRODUCTION

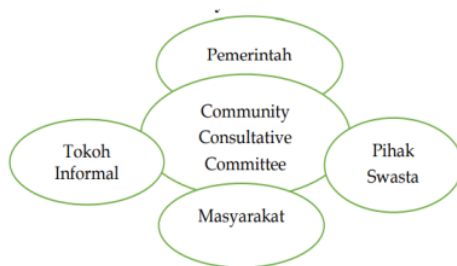
Indonesia is a country with a very large population in the world (Rahmawati, Kurniawan, Artisa: 2020) [1]. The large number of populations can be reckoned as a big potential in development, particularly in rural areas. The government's commitment to developing villages contains in *Nawacita*, namely Building Indonesia from the Periphery by Strengthening Regions and Villages within the Framework of a Unitary State (ArifahMir'atunNur, KusumastutiNugrahani: 2018) [2]. The government's commitment does need the role of various parties, one of which is higher education institutions. In relation to

the implementation of SDGs, the active role of higher education institutions throughout Indonesia is highly expected due to this role can lead to the emergence of synergy between the national and regional governments and all non-government elements that can accelerate and facilitate the achievement of the SDGs.

Higher education institutions are the leading actors in the success of achieving SDGs in Indonesia as they have the task of educating future leaders through knowledge transfer, research and innovation. In addition, the role of higher education institutions in sustainable village development programs is motivated by a

new idea and practice that allows a village to support and campaign for the Sustainable Development Goals (SDGs).

In the context of integrating SDGs in village development plans in accordance with Law Number 6 of 2014 article 78 paragraph 1, that village development aims to: 1) improve the welfare of rural communities and the quality of human life, 2) reduce poverty through the fulfillment of basic needs, 3) improve the development of village facilities and infrastructure, 4) improve the development of local economic potential and 5) sustainable use of natural resources and the environment [3]. This policy concept is relevant to the goal of sustainable national development. One of the SDGs goals is to end poverty in all its forms and support inclusive and sustainable economic growth. Therefore, it is necessary to implement and develop it in the village community. In this case, it is pivotal to understand that the characteristics of the community development management component so that it has a close cooperative relationship in providing complementary ideas, attention, support and assistance. This close cooperative relationship can be depicted as follows.



Source :Dumasari, 2014 [4]

Figure 1 interrelationships among the core components of community development managements

The previous illustration in the figure signifies the involvement and contribution of all relevant stakeholders such as government, private sector, non-governmental organizations, and community are crucial in the development process and village community development. Each of these institutional components has its own role and function, so that it needs to be regulated and agreed upon so that it becomes a synergistic effort that mutually reinforces one another. The emergence of inter-institutional network can indicate the level of interaction that shows commitment, involvement, and level of relationship to be built between network partners. To realize this purpose, the activities carried out by rural communities, such as social interaction, are the main actors for development. Therefore, it is necessary to have quality Human Resources and have potential that can be relied on so that the community can move in the direction of development towards the ideals of Indonesian people, namely a prosperous nation and noble personality. (HukamaArdikaFateh: 2017) [5].

The presence of intensive assistance from other parties will make the process of developing the village more efficient. In this case, higher education institutions with a tangible role in the *Tri Dharma Perguruan Tinggi* will greatly assist the village in its development process towards a more advanced village. Teaching, Research, and Community Service can be applied to aid the village in an effort to advance the village. Additionally, the synergy between Village and University will be an important axis in the future progress of the village (Yudanto, Ayu: 2019) [6].

It is in this context that the role of higher education institutions is expected to be able to contribute significantly to the achievement of SDGs through village

development. State University of Gorontalo as one of the leading universities in the Tomini Bay area has an important role in achieving the SDGs. In the last two years, this campus has been proclaimed as a people's campus that takes an important role in rural development. The concept of building a village initiated by the State University of Gorontalo is pivotal to realize the *Tri Dharma Perguruan Tinggi* through measurable and sustainable development in the context of implementing the village SDGs. Based on the earlier background, the focuses of this research are: 1) the contribution of higher education institutions in achieving the village SDGs, 2) the prioritization of use of village funds, and 3) Good Governance and Innovation.

RESEARCH METHODOLOGY

Based on the research focus that has been described previously, the approach used in this research is a qualitative descriptive approach to examine how the contribution of higher education institutions in achieving the village SDGs, priorities for using village funds, and good governance and innovation is. The research is conducted in Gorontalo Province, and the location is selected based on the conditions of problems encountered, in particular regarding the important role of higher education institutions or, in this case, is State University of Gorontalo in achieving the village SDGs in the Tomini area in general and in Gorontalo Province in particular.

RESEARCH FINDINGS

The Sustainable Development Goals (SDGs) are a global development agenda agreed upon by 193 countries in 2015. The SDGs are more diverse and detailed, consisting of 17 goals, 169 targets, and 241 indicators. Its preparation involves many countries, expanded

funding sources, and emphasis on human rights in poverty alleviation.

The Government of Indonesia responded by signing a public policy on the Implementation of Achieving Sustainable Development Goals. The Sustainable Development Goals are grouped into several pillars, including social, economic, environment, as well as legal, and governance which are supported by the principles of partnership and the participation of parties. In reference to the implementation of Millennium Development Goals (MDGs), the main priority of SDGs is to make changes to strategies and methods that are appropriate and in accordance with regional conditions in Indonesia, both social, economic, environment, culture, and local wisdom conditions, as well as geography. Therefore, any discussion associated with SDGs discussion contains certain theme and it is identifiable from the step initiated by the Ministry of Villages, Development of Disadvantaged Regions, and Transmigration through Permendesa PD TT No. 13 of 2020, which focuses on using village funds to achieve the Village SDGs [7]. In addition, the Ministry of Villages adds the 18th point in the SDGs, which generates the Village SDGs, namely dynamic village institution and adaptive village culture. There are two aspects of the Village SDGs that are believed to be able to make a significant contribution, namely the territorial aspect and the civic aspect.

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Thus, the implementation of the SDGs to achieve its goals constitutes a strategic step. There are two goals to achieve including, 1) village SDGs become a medium to bring out the nation's cultural character as a paradigm foothold. In addition, the village SDGs can mobilize strength to maintain Indonesian identity amid globalization, and 2) village SDGs are the main hope for protecting village

natural resources from privatization and exploitation. These two objectives will be difficult to realize if the participatory approach model is not institutionalized and is not just an intangible participation. Based on the field search, the three research focuses generate a study that can be described as follows:

1. Contribution of Higher Education Institutions in Achieving Village SDGs

As a country that is fully committed to supporting the implementation of Sustainable Development Goals (SDGs), Indonesia places the SDGs as the mainstream of all development, both at the national and regional levels. This commitment is stated in Presidential Regulation No. 59 of 2017 concerning the Implementation of Achievement of SDGs Goals which measures all aspects of development to be able to embody a complete human being [8]. Further, various national, provincial to regency, and city action plans, including government collaboration with higher education institutions to establish a center for sustainable development studies.

Village contributes 74% to the achievement of national SDGs. Based on the territorial aspect, 91% of the government area is village so that its management will meet the goals of clean energy, economic growth, production, and consumption. The next goals are regional equity, infrastructure, settlements, climate change response, land environment, marine environment, peace, and development partnerships. Meanwhile, based on the aspect of citizenship, 188 million villagers constitute 43% of Indonesia's population, so that meeting their needs contributes to the goals of eliminating poverty and hunger, access to health, clean water and education, and gender equality. Therefore, without the

role of village, the achievement of Indonesia's SDGs tends to be slow.

The National SDGs are reduced to Village SDGs to embody its goals, where the Village SDGs are expected to be a reference for village development in 2020-2024. The Village SDGs are an integrated effort to realize the achievement of sustainable national development goals. To achieve national development goals, villages are the foremost government agents that can reach real target groups who want to be prosperous (Wirazilmustaan, Agustian Rio Armanda, RobuwanRahmat) [9]. In addition, the capacity of community must create a cooperative relationship with the larger system in which the community plays a role (Imran, 2012) [10]. The presence of narrative of development reaching the village with a people centered development approach by building community groups in the field will lead to direct development in the village. Freedom is given to the village government to determine the direction of development in accordance with the factual conditions in the village.

⁶ The Global SDGs and national SDGs do not regulate local wisdom and customs in the village. For this reason, one point is added in the Village SDGs that regulates local wisdom so that the village government builds its village in accordance with existing local wisdom. There 18 Village SDGs that have been determined are: 1) Villages without Poverty, 2) Villages without Hunger, 3) Healthy and Prosperous Villages, 4) Quality Village Education, 5) Involvement of Female Villagers, 6) Villages with Clean Water and Sanitation, 7) Villages with Clean and Renewable Energy, 8) Equitable Village Economic Growth, 9) Infrastructure and Village Economy as Needed, 10) Villages without Inequality, 11) Safe and Comfortable Village Residential Areas, 12) Consumption and Production of

Environmental Awareness Villages, 13) Villages Responding to Climate Change, 14) Villages Caring for the Marine Environment, 15) Villages Caring for the Land Environment, 16) Peaceful and Just Villages, 17) Partnerships for Village Development, and 18) Dynamic Village Institutions and Adaptive Village Culture.

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In the context of important role of higher education institutions in achieving SDGs in Tomini Bay area, it can be noticed from the concept developed by the State University of Gorontalo. As a region that is unique and has different characteristics, higher education institutions apply a specific method by creating a rural-based Special Economic Zone. In rural-based area development, higher education institutions are chosen because of their participatory-based advantages, involving the role of community to determine their superior commodities in various fields based on their respective villages. Meanwhile, rural-based industries developed in Tomini Bay area are in reference to the potential of each village, or it is no longer creating new commodities to be developed. Thus, this current method further develops the existing potential commodities to be further improved and optimized so that they can become superior commodities and have competitiveness at the regional, national, and even international levels. Village guidance to embody a special rural economic zone in the Tomini Bay area has been submitted to the national government. The concepts and ideas were conveyed at the end of 2020 during a meeting with five rectors representing higher education institutions throughout Indonesia. In the meeting, State University of Gorontalo conveyed that in developing industrial areas, there would be differences between industrial areas in the western and eastern regions of Indonesia. For instance, the industrial area in one province or even two combined provinces

in the eastern part would not be the same as one regency on Java Island. So, there must be differences in interventions and policies to generate an economic growth in the East. One approach that can be prioritized to apply is special rural economic zone.

2. Determination of Village Funds Use Priority

In the context of development at the rural or local level, it requires a qualified community capacity to achieve the goal of welfare. The community is considered effective as a target group whose capacity must be developed, where the community is the main actor of development to achieve outputs and outcomes in the form of independence and welfare through capacity building (Maulana, 2013) [11]. Community independence is seen as a condition that is formed through the collective behavior of community in carrying out social change. Changes in collective behavior can be supported through community intervention programs developed by external parties (government), which require a community participation movement (Agusta: 2014) [12].

Due to the magnitude of contribution and role carried out by the village, the Government, through the Ministry of Villages, Development of Disadvantaged Regions and Transmigration issued Permendesa PDTT No 13/2020 in September 2020 which focused on the Village SDGs [13]. This Permendesa is also the basis for 74.953 villages in preparing the 2021 work plan and APBDes (Village Budget). Three points are the main focus in the priority use of 2021 Village Fund covering: 1) national economic recovery according to the authority of village. This is related to the establishment, development, and revitalization of BUMDes (Village-owned Enterprises), provision of village electricity and the

6 development of productive economic businesses, especially those managed by BUMDes, 2) national priority programs according to the authority of village, including those related to village data collection, mapping of potential and resources, and development of information and communication technology. In addition, it includes the development of Tourism Villages; strengthening food security and preventing stunting in villages and related to inclusive villages, and 3) adaptation of new habits regarding the Covid 19 Safe Village.

The condition of village economy over the last few years has not shown a significant change. Some of the cause factors encompass the villages' superior products and commodities that cannot be marketed properly, which is triggered by the low scale of economy and small-scale farmer production. Production on a small scale causes long distribution to access the market. So far, we have been busy producing as many crops as we can and not paying attention to processing post-harvest commodities. Given this fact, the local governments must pay serious attention to the logistics system as the production is considerably small that it cannot access adequate infrastructure. As a result, farmers depend on middlemen to market their products. This is where the role of BUMDes and village cooperatives is needed so that they can consolidate agricultural commodities, fishermen, craftsmen, plantations, and so on. If the consolidation is well performed, thus the rural communities can access the infrastructure they need.

As an emphasis, it is pivotal to have the role of the government through related stakeholders to assist the marketing of commodity products. If there is no intervention, people's purchasing power does not increase because their income does not increase too. Further, if there is no

purchasing power, then there is no demand for goods and services. The role of local governments, village governments and other related parties is needed to consolidate the marketing of commodity products. So that the potential of villages can be managed and marketed properly. This is in line with the expectations of government which emphasizes that: 1) village funds must be impactful for all villagers, especially the lowest class, 2) the impact of village development must be felt more through more focused village development.

Through the existence of authority, villages can choose priorities for achieving SDGs goals. The village sets criteria regarding the targets to be achieved, and the village can create programs related to cash labor intensive that can encourage the creation of new jobs in the village. Village funds through BUMDes can be used to establish business units that can improve the welfare of village communities. Additionally, the issuance of village ministerial regulation policy that focuses on village SDGs will facilitate institutional and private intervention to channel aid.

The determination of Village Fund use priority is carried out through an assessment of the list of village development activity programs to focus on efforts to restore the national economy and adapt new habits of village that support the Village SDGs. Several things that are considered in determining the priority of using Village Fund are as follows: 1) based on the problems and potential for solving problems in the village, the program or activities that are most needed by Village community and the most beneficial are selected; 2) the planned activity program must involve more village communities, especially the Village Cash Intensive Work; 3) the planned activity program must be carried out in a self-managed manner using existing resources in the

village; 4) the planned program of activities must ensure the continuity of benefits for future generations; and 5) the planned activity program must be managed in a participatory, transparent and accountable manner.

3. Good Governance and Village Innovation

In carrying out village development, the village government can do several ways according to the potential of village and the needs of village community. For example, accelerating the development of basic infrastructure such as schools, health centers, security posts, roads, waste management, electricity, access to clean water, and so on. The result is expected to be able to boost the economy of rural communities, create transportation access between regions and can help the mobility of goods and services that enter the village.

Therefore, effective village governance is notable for bringing about major changes to the rural economy. Village administration has an important role in implementing a policy in the village. Good governance is a supporting factor for village development for benefit and welfare of the people. In addition, to realize a prosperous and independent village through the management of village funds, the role of village head is one of the keys. Currently, every village in Indonesia needs a village head who should not only carry out instructions from the structure above but also has to be able to become a leader who has the innovation to build his own village. The village head with all staff can no longer just be busy taking care of the administration, as has been the case for years. Also, the village head can no longer just sit idly by and feel he is great just because he is a village leader but must be willing to learn about entrepreneurship and continue to innovate in carrying out village

development. Moreover, community participation in development is also important when it is based on the belief that it is the people who know best what is needed. Real participation involves the community in all stages of development, starting from the planning process, decision making, monitoring, and implementation as well as evaluating the achievement of village SDGs development outcomes.

DISCUSSION

The Cooperation Strategy is something that is done by one organization with another organization in building its organizational conditions to achieve certain benefits and goals for both parties (Diana, Luqman Hakim) [14]. The role of higher education institutions is formulated through the concept of *Tri Dharma Perguruan Tinggi*. The concept encompasses education where it is used to increase the potential capacity of human resources, research where it is used to develop new knowledge, including bridging knowledge to make it efficient, and community service where it is the goal for science to have an impact on society, humans, and humanity. The three schemes are still relevant because they can cover ontological, epistemological, and ontological aspects of science. However, in a dynamic society, the principles of *Tri Dharma* need to be continuously actualized since things can change quickly, not only cultural products and ideas but also basic values are also constantly changing. Higher education institutions also play a role in aligning social change. As an aligner, higher education institutions can be a driver of social dynamics as well as a controller of social change. Higher education institutions can generate the energy that drives the dynamics, but in other situations, it can dampen it. In essence, higher education institutions must

help innovation and social change in the village move according to the expected fundamental values. Higher education institutions, as a driver of intellectual and social progress of the community, have a very strategic position in building this nation through education. Higher education institutions as producers of human resources are the backbone of national development as they can also participate in village development with the Ministry of Village through the Higher Education Institutions Forum for Villages. This forum organizes various programs to accelerate village development that can be followed by students and education staff to implement the knowledge that has been learned in college. Thematic Community Service Program, Development of Appropriate Technology, Research on the Development of One Village One Product Concept, and Agriculture Estate are examples of programs that have been organized by higher education institutions in the village. Higher education institutions with the Ministry of Villages have also been and will continue to maximize the assisted village programs for each existing tertiary institution. Every higher education institution has an actively foster village where it is intended to accelerate village development. The involvement of higher education institutions and students in empowering and solving community problems is an important part of village development. So there is a role for students to be willingly help each other, care about, appreciate and solve social problems quickly, accurately and responsibly. Knowledge and technology mastered should be used to assist rural development programs.

Indonesia has 74.954 villages, and currently, the government has clearly stated that building a nation is building from villages. That is, building a village is one of the priority points. Moreover, in regards to village independence, every

citizen has the right and obligation to create an independent village. This means that the village community can recognize their own village, identify the root of existing problems, recognize the potential and be able to deal with problems that exist in the village, and make planning and empowerment based on local potential. This is pivotal considering that in the empowerment context, communities need a community organizing process as an approach to increase community capacity (Andini: 2013) [15]. However, the community capacity needed is not only seen from individual abilities but also the community's ability to solve problems collectively (Maulana, 2013) [16].

As an effort to accelerate and reduce poverty in rural areas, the government allocates Village Funds from the center for development in each village. In 2020, the Village Funds reached IDR 72 trillion, an increase of IDR 2 trillion from 2019 of IDR 70 trillion. The government and community as well as all existing elements, participate in guarding and ensuring that the management of village funds, which this year focuses more on community empowerment activities, can be carried out in a good, transparent, and accountable manner. Many villages have well developed Village Information Systems so that villagers are now very internet literate. Through this media, many benefits can be obtained by the village as it is likely to be used as a means of promotion of various tourism potentials, productive works and creative industries in the village, and load village profiles with all the data in it and so on.

CONCLUSION

In accordance with the focus of problem and research finding and discussion, it can be concluded that: 1) higher education institutions play a vital

role in achieving SDGs through village development. The real form of contribution of higher education institutions is observable from: a) the development of natural resource potential in rural areas, and b) academic *TriDharma* activities based on village potential, 2) determination of village development priorities is observable from: a) national economic recovery in accordance with village authority. This is related to the formation, development, and revitalization of BUMDes; provision of village electricity and development of productive economic businesses, especially those managed by BUMDes, and b) national priority programs according to the village authority, including those related to village data collection, mapping of potential and resources, and development of information and communication technology, and 3) good governance and innovation are important factors in village development to create a prosperous and independent village through the village funds management.

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