

EDUSPHERE: APPLICATION-BASED INNOVATION TO SUPPORT INCLUSIVE AND EQUITABLE EDUCATION TOWARDS SDGS 2030 IN INDONESIA

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Abstract: *The Sustainable Development Goals (SDGs) encompass a global commitment in addressing diverse challenges, including education. The fourth SDGs objective specifically targets ensuring inclusive and equitable quality education, pivotal for lifelong learning opportunities. However, Indonesia's Human Development Index (HDI) ranks 107 out of 189 countries indicates a need for efforts enhancement, particularly in the realm of education. This paper explores the challenges and prospects of inclusive and equitable education in Indonesia, emphasizing the role of EduSphere application as a millennial-driven initiative. The community operates with a focus on four key areas to create a more inclusive and equitable educational landscape, namely teaching, advocacy, infrastructure, and resource support. Through technology and community mobilization, EduSphere aims to overcome challenges such as high dropout rates, teacher shortages, discrimination, and inadequate facilities. The community seeks collaboration from the government, private sector, and students to foster a collective commitment for inclusive education. By leveraging technology and community-driven initiatives, EduSphere endeavors to contribute significantly in achieving SDGs 2030 in Indonesia.*

Keywords: *Application, EduSphere, Inclusive and Equitable Education*

INTRODUCTION

The Sustainable Development Goals (SDGs) are a series of global commitments aimed at resolving various challenges, including education. Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all people is crucial. This is a primary target of 4th SDGs objective, which is part of the Sustainable Development Goals for 2030.

According to the latest United Nations Development Programme report on development programs, Indonesia ranked 107 out of 189 countries in the Human Development Index (HDI) with a score of 0.707 (United Nations Development Programme, 2019). These data indicate that Indonesia is still lagging behind two neighboring ASEAN countries, with Malaysia ranked 62 and Singapore ranked 11 (United Nations Development Programme, 2019). Therefore, the goal of education becomes a fundamental aspect for the Indonesian government's efforts to promote inclusive and equitable development through inclusive and equitable education.

Inclusive education is an education that ensures that all students, including students with various special needs or conditions, are provided with the necessary support to develop to their fullest potential within an educational environment that embraces diversity (Sagara, et al., 2019). Equitable education is based on the principle that every individual, without exception, has the right to equal rights and opportunities in accessing the same benefits of education, regardless of gender, social status, ethnicity, or physical and mental limitations (Kurniawan, 2020).

However, inclusive and equitable education in Indonesia has not yet fully

achieved its targets, as evidenced by the high number of children forced to drop out of school due to various factors such as poverty, lack of access to educational facilities and infrastructure, family economic difficulties, and early marriage.

According to UNESCO's data in 2020, the dropout rate in Indonesia reached 15% at the primary and secondary levels, which means approximately 3.2 million children in Indonesia are unable to continue their education. This has resulted in many children in Indonesia struggling with reading and writing skills, particularly in remote areas far from educational centers.

The number of teachers in Indonesia is also limited and unevenly distributed. As of December 2020, the number of early childhood and kindergarten teachers in Indonesia was 717,761, primary school teachers 1,847,476, junior high school teachers 730,214, senior high school teachers 406,632, and vocational high school teachers 719,141. However, there are shortages and disparities in the distribution of teachers in certain areas with a lack of teachers. For example, Papua Province has the lowest student-to-teacher ratio in Indonesia, which is 17:1. On the other hand, West Java Province has the highest student-to-teacher ratio in Indonesia, reaching 9:1 (Ministry of Education and Culture, 2020).

The Ministry of Education and Culture (2021) also indicates that the number of children with disabilities registered in the national education system is only 4.59% of the total student population, which is approximately 531,360 out of the total 11.57 million students in Indonesia. Additionally, the lack of understanding and supportive infrastructure results in many children with disabilities not having full access to participate in teaching and learning activities.

If these issues are not resolved, they can lead to various negative impacts, including obstacles in personal development, as education serves as the primary foundation for a child's growth. This, in turn, may contribute to the emergence of social problems and the presence of disparities and discrimination. Furthermore, children in underdeveloped areas struggle to access quality education, affecting the sustainability of economic and social development in Indonesia. It also results in a decline in skills and productivity among the younger generation, making the country less competitive globally and creating income inequality, along with limited economic opportunities for groups of people who do not receive quality education.

METHODS

This research is conducted using a qualitative method with a descriptive approach. Qualitative research involves specific philosophies for investigating scientific phenomena (Adedoyin, 2020). This method emphasizes the collection and interpretation of non-numerical data, such as interviews, observations, and textual analysis. The descriptive approach is a research method used to illustrate or provide a description of an occurrence or phenomenon (Doyle et al., 2020). The data used in this study are collected by literature review. Literature review is an approach conducted by reading, noting, quoting, and theoretically collecting data through searches in books and articles in journals (Linnenluecke et al., 2020). The secondary data obtained in this literature are used as the basis for problem-solving in this research, which is focused on inclusive and equitable education solution. Thus, the literature study approach provides a solid theoretical framework to support the analysis and findings in this research.

RESULT AND DISCUSSION

EduSphere, or Education Sphere Community, is present to create inclusive and equitable education in Indonesia. This community engages in both offline and online activities, utilizing the EduSphere application. The community is driven by the millennial generation to support a critical and progressive generation in contributing to achieve SDGs 2030. The EduSphere application offers various key features to support the activities of the EduSphere Community, including:

1. Agent of Change, this main feature consists of 2 supporting features, namely Volunteer and EduAction. In the Volunteer feature, all young generations who have concerns about inclusive and equitable education issues can register themselves as volunteers for the EduSphere Community. Volunteer registrants can provide various personal data, including name, address, WhatsApp number, status (employed or student), CV, and the field they wish to pursue. The EduSphere Community has 4 fields that are part of EduAction. The EduAction feature will contain various information related to ongoing, completed, and upcoming movements to achieve inclusive and equitable education. These movements are carried out offline, targeting specific populations in specific locations. The four fields and their respective target populations and locations are as follows:
 - a) The Teaching Field, which serves as educators for all out-of-school children and children with disabilities in Indonesia, where one volunteer will be responsible for teaching approximately five children.
 - b) The Advocacy Field, which is responsible for shaping and upholding policies that support inclusive and equitable education in Indonesia and the Infrastructure Field, which is responsible for providing various facilities to support quality learning processes in remote, underdeveloped, and border schools.
 - c) The Child-Friendly School Field, which is responsible for creating child-friendly schools, particularly for children with disabilities, to ensure equal and non-discriminatory access to education. This field provides support facilities according to their needs and creates schools that support inclusive education through learning planning, curriculum design, teaching method development, and special support to adapt to different learning styles based on students' needs.
 - d) The Resource Support Field, which is responsible for seeking and advocating for support in the form of material and non-material resources from various stakeholders while prioritizing transparency. This field also advocates for scholarship support and distributes it to students in need.
2. Stakeholder, this main feature consists of two supporting features, namely Government and Private Sector. These features aim to facilitate the acquisition of material and non-material resource support from both stakeholders. The government and private sector, being responsible for or concerned about the low quality of education in Indonesia, can submit resources they wish to donate to the EduSphere Community. The EduSphere Community can disburse the resource support while sending activity reports to the government or private sector as donors. Transparency is maintained by inputting and showcasing the acquired, utilized, and owned resources, which can be viewed by the public.
3. Key Facts, this main feature consists of two supporting features, namely "Field Insights" and "Essentials," which can be filled in by the entire community. The

EduSphere Community can then address the reported needs. In the "Field Insights" feature, the community can report any education-related issues occurring in their surroundings, such as a lack of books, insufficient number of teachers, discrimination against students with disabilities, and other field facts. In the "Essentials" feature, the community can provide information regarding the needs required to support inclusive and equitable education in their local environment. This way, the general feature serves as a background for creating activities that will be directly carried out by the EduSphere Community.

EduSphere Community offers various benefits, including raising public awareness about the importance of inclusive and equitable education in Indonesia and the negative consequences if this is not fulfilled. It provides concrete solutions in response to issues such as school dropout rates, teacher shortages, student discrimination, and inadequate educational facilities. The community mobilizes the government, private sector, and individuals who care about education in Indonesia to collaborate in creating inclusive and equitable education. It promotes the use of technology, particularly the EduSphere application, to support the activities of the EduSphere Community, facilitating funding and logistics management related to the movement for inclusive and equitable education in Indonesia. Moreover, it contributes to improving the quality of education in Indonesia, particularly for underprivileged children and students with disabilities. Achieving these benefits makes the attainment of the Sustainable Development Goals (SDGs) for 2030 more feasible.

Indeed, support from various parties is crucial, including the government, which plays a significant role in promoting inclusive and equitable education by providing equal access and opportunities for all students, especially those from disadvantaged communities. The government can allocate budgets to ensure adequate educational facilities and create a conducive learning environment for all students, including those with special needs.

The private sector can also contribute in supporting inclusive and equitable education through various Corporate Social Responsibility (CSR) programs. Private companies can offer scholarships or financial assistance to support the education of students from low-income families or support existing inclusive education programs. Additionally, the private sector can collaborate with educational institutions that provide equal opportunities for all students, including those with special needs.

Meanwhile, students as drivers of the community also have an important role in addressing educational disparities, particularly for children from economically disadvantaged families. Students can contribute by volunteering or mentoring children in need and organizing activities that raise awareness among the public about the importance of equal access and opportunities in education.

CONCLUSION

EduSphere Community, supported by the EduSphere application, is a response to the challenges of inclusive and equitable education in Indonesia. The millennial generation plays a crucial role in supporting critical and progressive generations to drive the changes needed to achieve the SDGs 2030. The community's focus is on four key actions: teaching, advocacy, infrastructure, and resource support, all aimed at creating inclusive and equitable education. Through the EduSphere application, the community encourages the use of technology to support their activities, enabling them to address funding and logistical arrangements related to the movement for

inclusive and equitable education in Indonesia. By establishing the EduSphere Community, the aim is to improve the quality of education in Indonesia, particularly for underprivileged children and students with disabilities, and provide solutions to various challenges in education. If these benefits are achieved, it will facilitate the attainment of the SDGs 2030 in Indonesia.

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