



Position of Women's Education in Accomplishing Sustainable Development Goals

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Abstract

This article aims to explain how the position of women's education towards the Sustainable Development Goals. The issue of gender equality in education needs to be addressed. The reason is that the role of humans in various lines of life cannot be represented by one gender alone. However, it is necessary to provide space and justice for other genders in various walks of life. Considering that education is one of the important variables in an effort to create a humane and just life. Although, in terms of quantity, education has found a point of equality. However, on the other hand, the quality is still far from equal. With that, it is necessary to rebuild equal and quality education on the basis that there is no dichotomy between the roles of women and men in various lines of life. The 17 goals of the Sustainable Development Goals will be played jointly by men and women.

Keywords: SDGS Women Education, Gender Equality, Human Capital

Introduction

Women in human history have never been given the slightest space in various aspects. Even western civilization, which has always been used as a prototype as an advanced civilization, only gave space to women after the French revolution. Even in the context of the struggle for Indonesian independence, very little is written in history books about the struggle of women for independence on August 17, 1945.

Fresh air for women only smelled after 1995 through the HDI (Human Development Index). Gender equality is a new criterion in calculating country rankings at the global level. The right to education, health, play a role in the economic and political fields, and participate in making public policies is a strategy set out in the 1995 Human Development Report

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(UNDP (United Nations Development, 1995) if not engendered, is endangered. That is the simple but far-reaching message of Human Development Report 1995. The Report analyses the progress made in reducing gender disparities in the past few decades, highlighting the wide and persistent gap between women's expanding capabilities and limited opportunities. It introduces two new measures for ranking countries on a global scale by their performance in gender equality (GEM).

HDI's idea is very inspiring for the creation of gender equality, both globally and locally. The State of Indonesia as part of the United Nations also enlivened the discourse. So that the direction of nation-building is trying to provide space for women. Various policies began to be built and the enthusiasm of women was no less. Women try to be given space at least in the fields of education, health development, space in politics and the economy, as well as participate in determining government policies.

This is very important, considering that women, apart from their mysterious nature, are the same as men, that is, they have the same mind and soul. In the realm of the family, the role of women is very important, because apart from acting as a husband, they also act as an educator for their children. How is it possible if women who do not have competent knowledge want smart children?

In line with Bung Karno's words "If women are good, then the country will prosper. If women are bad, then the country will collapse". If these words are contextualized with current conditions then education for women is indeed the foundation for the fate of a nation.

If women's education is fulfilled, then various sides that are common problems will also be fulfilled, such as infant mortality, poverty, unemployment, health, and of course gender equality. However, admit it or not, the responsibility for solving these problems is not only in the hands of men, but working together with women to solve these problems together.

The Sustainable Development Goal's (SDGs) is a continuation of the Millennium Development Goals (MDGs) project which contains 17 goal points to make human life better. This sustainability program is considered an emergency because it has various reasons, for example, the change in the world situation since the end of the 20th Century regarding the issues of deflation of natural resources, environmental damage, increasingly dangerous climate change, social protection, food and energy, and development that is more pro-women poor (Wahyuningsih, 2018). If the MDGs started in 2000 and ended in 2015, while the SDGs started from 2016 to 2030.

Regarding education, it is also one of the targets of the 17 SDGs goal points. It is contained in point 4 regarding educational equity. That is, education does not recognize any partitions, several variables that can explain these barriers include, at least, age, economic conditions, race, ethnicity, religion, and geographical location.

In an article compiled by Alvira Oktavia Safitri, Vioreza Dwi Yulianti, and Desti Rostika (2022) entitled "*Efforts to Improve Quality Education in Indonesia: Analysis of the Achievement of Sustainable Development Goals (SDGs)*" put the conclusion that the reality of educational equity in Indonesia has not reached a point that satisfying. The strategy to achieve equitable education only applies to a few large provinces. Programs such as SATAP, namely increasing the quota of students at the junior high school level in various remote areas, the SM3T Program, namely, Bachelor teaching in the Frontier, Outermost, Disadvantaged areas still have not produced maximum results, as well as the Calistung Program (reading, writing, calculating).

The limitation in the article compiled by Alvira Oktavia Safitri, et al is that it only looks at it from the point of view of improving the quality of education in general, it does not mention anything related to the classification of education for both men and women. It also does not explain the implications if education in Indonesia has achieved high quality.

Also an article entitled "*Partisipasi Perempuan Indonesia dalam Ekonomi Kreatif untuk Mewujudkan Sustainable Development Goals*" by Idrina Nur Khairunnisa, Ika Riswanti Putranti, Marten Hanura. The article explains how the achievement of the SDGs is hampered due to the minimal participation of women in the creative economy.

Social construction that prioritizes women and not fulfilling the practical needs and strategic interests for women is a factor that causes the hamlet of women's participation in the creative economy. So that efforts to realize SDGs are hampered. SDGs indicators are not only at the political and public level, but also economy. In point 5 of the SDGs target says "Ensuring Full and Effective Women's Participation and Equivalent to Leadership at all levels of decision making in the political field, economic life and society". Gender equality if the level of participation between women and men reaches 100. In this case, Indonesia can only reach 65.5 (Khairunnisa et al., 2022, p. 387).

Next, an article written by Isti Larasati Widiastuty entitled "*Peran perempuan dan penduduk terdidik dalam upaya mencapai target sustainable development goals di Indonesia*". The article attempts to observe the development of employment in Indonesia, the role of women and an educated population in achieving the targets of the Sustainable Development Goals (SDGs) in Indonesia.

Several labor indicators show an increasing trend from 2010 - 2018. An educated population dominates working activities and is unemployed in Indonesia. In 2018 the number of educated unemployed was 65.89% of the total unemployed. The variables that influence it are average wages, poverty rate, educated employment rate, number of poor people and working age population, with a coefficient of determination of 0.959. Women's participation in work activities and their income contribution to the economy are lower than men's, but

the trend shows an increase. The limitation of Widiastuti's article is the focus of the study which focuses on employment development (Widiastuty, 2018, p. 164) peran perempuan dan penduduk terdidik dalam pencapaian target Sustainable Development Goals (SDGs).

Considering several previous articles, there has been no massive discussion or study that focuses on women's education in the SDGs context. Then this article will be different from previous articles. In this article, it will be able to explain the position of women's education in Indonesia. The position here is defined as where the location and condition of women's education in Indonesia. Furthermore, studying what kind of contribution if women get quality and feasible education to the points contained in SDGs.

Research Method

Library Studies is used in the preparation of this research article. Library Studies is a combination of activities related to methods or ways of elaborating library data, reading and recording and processing research materials. Not that literature study only provides procedures for how someone becomes a librarian, but to show research, study and literature review in general (Zed, 2008).

The author elaborates on materials from various articles, books, and the internet as data sources in writing this article. The data sources are divided into two categories, namely primary and secondary data sources. Books and articles are primary data sources, while the internet, magazines, literature, documents, and so on are secondary or supporting sources. The two types of research sources are then used as material for the author's research which will be analyzed in order to find answers to the problems that are the focus of the research (Zed, 2008).

The next stage after the data is collected, namely the writer conducts a study and analysis of the data. Analysis is intended to process raw data into a systematic and simple arrangement. So it's easier to interpret. The object of study or commonly referred to as the subject of library research is collected in piles of library collections in the form of whole texts or fragments that must be searched for and collected and formed according to a research framework that has been determined and built beforehand. Piles of research reading materials are classified based on collection groups, disciplines, titles, topics and sub-topics which are very complex in a subject that is written (Zed, 2008).

Result And Discussion

Condition of Women's Education in Indonesia

Badan Pusat Statistik (BPS) notes that in 2021, Indonesia's population will range from 271.58 million people, the number of males is slightly more than females. The number of men in Indonesia is 136.34 million while women are 135.24 million. Through data from the BPS, classified by sex aged 5 years and over, the percentage of the male population who is still in school is 23.95 percent. While women are slightly below that, amounting to 23.65 percent.

Then, still with the same type of classification, boys aged 5 years and over who had never attended school were 4.79 percent. While women amounted to 6.60 percent. Thus, the percentage of women who have never received an education is higher than that of men. However, when viewed through school enrollment rates, women are slightly superior to men in all age groups. After presenting the research findings, please discuss the findings by inserting the data into today's discourse. The author will be advised to analyze the main problem using a certain perspective which is then contextualized with today's reality so that the findings will be reflected. Contributions to the field can also be clearly recommended in this paragraph.

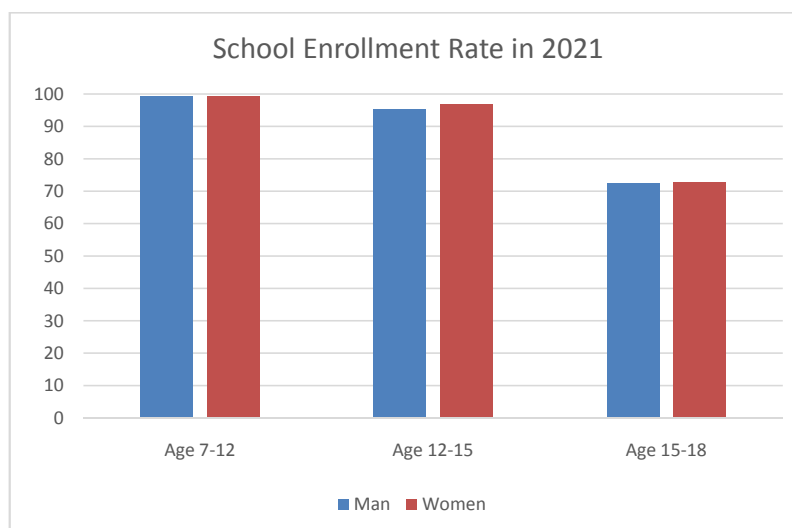


Diagram 1. Male and Female School Enrollment Rate 2021

In diagram 1 quoted from <https://www.bps.go.id/>, those classified according to age are divided into 3, namely ages 7-12, then ages 12-15, then ages 15-18. Of the three levels, the percentage of women is higher than that of men. In detail, at the age of 7-12 years the female enrollment rate reaches 99.28 percent. Women excel over men by 0.17 percent. Then at the age of 12-15 years, the school enrollment rate for girls reached 96.69 percent while for boys it

was 95.33 percent. Finally, in the 16-18 age group, the female school enrollment rate reached 72.78 percent, slightly below that of males, namely 72.44 percent. In addition, there are pure enrollment rates which will be discussed in diagram 2.

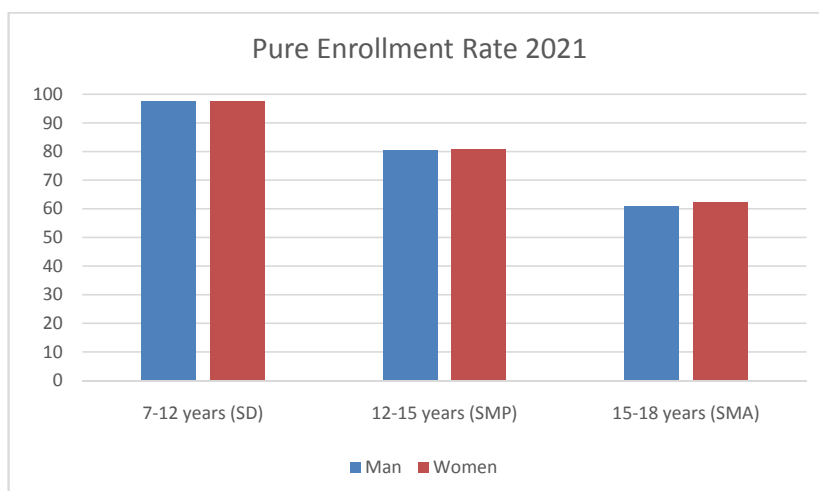


Diagram 2. Male and Female Net Enrollment Figures 2021

Diagram 2 is a quote from <https://www.bps.go.id/>. Unlike the SER (School Enrollment Rate) / APS (*Angka Partisipasi Sekolah*), if the SER is the participation of children attending school without considering the level being taken according to age. Meanwhile, the PER (pure enrollment rate), namely, the participation of children attending school with consideration of the suitability between their age and the level of education they are taking.

Visualization of diagram 2 states that from the junior high school to high school level, female participation is greater than that of male except at the elementary level. At the elementary school level, girls are slightly lower at 0.03 percent than boys. Meanwhile, at the junior high school stage, women excelled at 0.028 percent compared to men and 0.09 percent at the senior high school level.

According to BPS data, the percentage of women aged 15 and over who are able to complete their education in tertiary institutions and earn a diploma is higher than that of men.

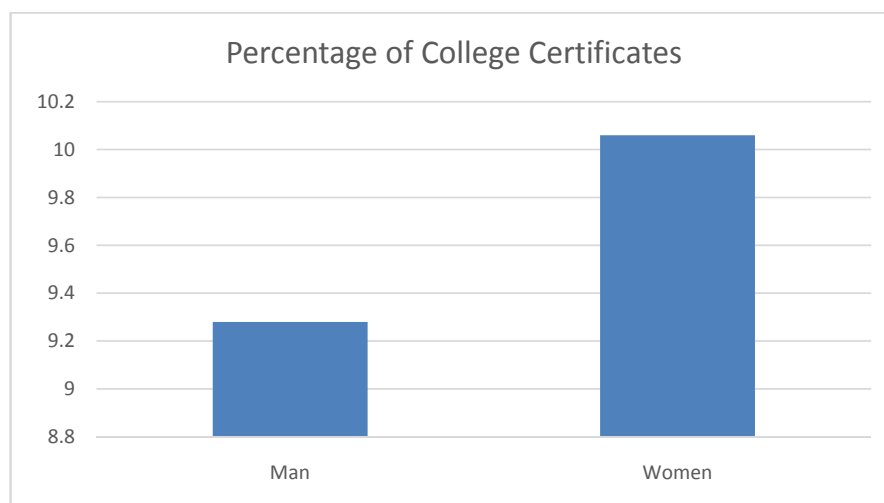


Diagram 3. Percentage of Male and Female Higher Education Diploma Winners 2021

In accordance with diagram 3 quoted from the page <https://www.bps.go.id/> The percentage of women who have graduated from tertiary education will reach 10.06 percent in 2021 while men will have a percentage of 9.28 percent. This means that almost 10 out of 100 women aged 15 years and over in Indonesia have won a university diploma. If broken down, the percentage of women who succeeded in obtaining a higher education diploma in urban areas reached 13.51 percent while that of men was 12.56 percent. Then in rural areas, 5.57 percent of women succeeded in obtaining a university diploma, while men only reached 4.76 percent. But on the other hand, 16.09 percent of women aged 15 years and over did not have a diploma. This means that almost 2 out of 10 women in Indonesia do not have a diploma. Meanwhile, the illiteracy rate in Indonesia is still dominated by women with a percentage of 5.35 percent (*Status Pendidikan Perempuan Indonesia, Lebih Banyak Tamatkan Perguruan Tinggi Daripada Laki-Laki*, 2022).

In accordance with the visualization of the data above, it is known that women already have an equal position in terms of access to education in quantity. However, there are also problems in the scope of education related to gender inequality. According to Fajar Ari Nugroho (2022) it is based on the needs of every human being. This indicates that education is intended for all human beings without any exception, and it is fair, free of discrimination, equal, comprehensive, and not discriminating against gender. As a developing country, Indonesia is experiencing a fairly serious problem, regarding gender bias. Most Indonesians have been trapped with many inaccurate definitions of gender leading to bias. This bias then brings a significant effect on the way life goes, including on education. In Indonesia, education is regulated in Law Number 20 of 2003 on the National Education System. In addition, gender-oriented education also has a juridical basis under the main laws, i.e. Law Number 7 of 1984 concerning Ratification of the Convention Regarding the Elimination of All Forms

of Discrimination against Women, Presidential Instruction Number 9 of 2000 on Gender Mainstreaming in National Development of the President of the Republic of Indonesia, and Law Number 25 of 2000 on the National Development Program (known as PROPENAS in his research entitled “Gender Bias in National Education in Indonesia” there is a problem of gender inequality that is implicit in the implementation of national education in Indonesia.

First, gender-based curriculum. In this case, there are two things that show gender bias in the curriculum. One is the problem of conveying theory through the material provided, and the other is the form of activity. Gender bias is still common in conveying theory through materials that show gender bias such as word choice, sentence descriptions, job classifications, hobby classifications, character classifications, and so on. On the one hand, there is the issue of the form of activity, for example, playing activities which are separated by gender make children view games as girls’ games and boys’ games, and reading and reading activities are feminist actions or activities carried out by women.

Second, discriminatory school policies. Victims of violence are usually students (girls) who do not have a power structure and are helpless against the perpetrators of violence. Someone who has authority in a school or community setting, such as an unscrupulous faculty member, an unscrupulous teacher, or an unscrupulous principal. This has an unpleasant effect on women. who is the victim? These include trauma, expulsion from school, failing exams, and the criminalization of defamation.

Giving them a good path is a legitimate solution besides motivating them to choose not to give up and leave the world of education. Schools discriminate directly when they exclude pregnant students. The school policy that is not on the side of the victim itself is a kind of discrimination policy. This also contradicts Article 17 (2) of Law Number 23 of 2002 concerning Child Protection.

Third, the stigmatization of girls’ education. Women experience stigmatization in various types of treatment as a result of gender bias in society, which sees women as second creatures or as subjects who are powerless over themselves. Economic factors are clearly the main cause of the stigma attached to women’s education. Most families will definitely choose to increase the education of men over women. On the other hand, women are forced to marry to free themselves from financial burdens.

Social factors also contribute to the stigma against women’s education. The social environment that is affected by gender bias considers women to be weaker than men. Actors sharing roles. This is also an important clue as to what causes the stigma. In the family, the roles between male and female are introduced early. The traditional family divides the roles of boys and girls in a discriminatory manner (F. A. Nugroho, 2022)it is based on the needs of every human being. This indicates that education is intended for all human beings without any

exception, and it is fair, free of discrimination, equal, comprehensive, and not discriminating against gender. As a developing country, Indonesia is experiencing a fairly serious problem, regarding gender bias. Most Indonesians have been trapped with many inaccurate definitions of gender leading to bias. This bias then brings a significant effect on the way life goes, including on education. In Indonesia, education is regulated in Law Number 20 of 2003 on the National Education System. In addition, gender-oriented education also has a juridical basis under the main laws, i.e. Law Number 7 of 1984 concerning Ratification of the Convention Regarding the Elimination of All Forms of Discrimination against Women, Presidential Instruction Number 9 of 2000 on Gender Mainstreaming in National Development of the President of the Republic of Indonesia, and Law Number 25 of 2000 on the National Development Program (known as PROPENAS).

There are also other factors that cause gender inequality in women's education such as culture, because the role of traditional culture positions women as bearers of the household budget, it is better not to be burdened with continuing education. If a woman decides to get married, she may for some reason indirectly have to lighten the burden, namely, the burden on the family (Natasha, 2013).

As it is known that there are complex factors that drive gender inequality in education. Various dimensions accompany them, as well as social, cultural, political and economic aspects. So the solution we offer is so complicated. The need for cooperation with non-educational dimensions must also be pursued.

Efforts to overcome gender issues are outlined in the Presidential Regulation of the Republic of Indonesia with Presidential Instruction Number 9 of 2000 concerning gender mainstreaming in the National Development of the President of the Republic of Indonesia "which was raised during the administration of President Abdurrahman Wahid or Gus Dur. Gus Dur's instructions were the first breakthrough in overcoming gender issues for a more just and humane life. Considering that at that time the officials were still attached to the previous President Soeharto government which was still very patriarchal, I cannot say for how long.

There are several alternative solutions that can be taken to overcome the problem of gender inequality in education.

First, under both the Ministry of Education and Culture and the Ministry of Religion the development of educational support tools such as modules, teaching materials and infrastructure that supports gender existence. Equality in education, maximize the Ministry of Religion in the state and regional domains (R. Nugroho, 2008).

Second, conducting training on gender mainstreaming in educational institutions aimed at training education staff on the importance of gender equality and so that they

become educators who are more sensitive and responsive to gender (R. Nugroho, 2008). This also has positive implications for the current patriarchal culture of Indonesian society. With these efforts, little by little will erode the patriarchal views of Indonesian society. As we know that education is an instrument to change people.

Third, improve the quality of gender equality in educational institutions or organizations. Improving the quality of gender equality in educational institutions can be carried out by carrying out a number of training agendas, namely conducting TOT or Training for Trainers for teachers and school stakeholders, training for managers and education staff at the national and regional levels, training for religious leaders, training for religious figures. community, and training for parents/guardians of students (R. Nugroho, 2008).

Fourth, implementing a special strategic program to produce gender experts as well as education experts as a form of effort to justify government policies, especially in the field of education, to make them more gender sensitive and responsive. The special strategy program is to provide scholarships for prospective doctoral and masters candidates in the field of gender, provide scholarships to educators who have achievements in the field of gender equality or who have a high interest in gender issues, and provide scholarships to religious leaders in terms of religious education. and gender in order to socialize various matters related to justice and gender equality (R. Nugroho, 2008).

Sustainable Development or what is commonly called the Sustainable Development Goals (SDGs), is the result of the General Assembly of the United Nations (UN) which was held in the United States on September 25 2015. SDGs must be achieved by 2030. SDGs have 17 goals to achieve development sustainability, one of which is ensuring inclusive and equitable education and providing lifelong learning opportunities for all,4 is listed as the second goal. One of the objectives of the fourth goal is to ensure that, by 2030, all girls and boys complete free, equitable and quality primary and secondary education that leads to relevant and effective learning outcomes (Tan, 2019).

The SDGs program contains 17 goals, namely (1) overcoming and ending poverty that occurs everywhere, (2) Ending hunger and meeting food needs in increasing sources of nutrition, (3) Ensuring a healthy and prosperous life for all ages, (4) Education Quality, fair, equitable and lifelong learning opportunities for all ages, (5) gender equality, (6) ensuring the availability of clean water and continuous sanitation for all, (7) affordable and modern access for all, (8) promoting development a sustainable economy, productive, inclusive employment and ensuring decent work for all, (9) industrial and infrastructure innovation, (10) reducing inequality in the State, (11) making cities and human settlements safe, comfortable, (12) sustainable consumption and production, (13) to overcome climate change and its impacts, (14) preserve waters (sea), (15) restore, provide protection, to ecosystems and managing

forests, reversing land degradation and stopping the loss of some diversity, (16) providing access to immortality for all, (17) revitalizing global partnerships and strengthening the way they are implemented, as well as 169 targets which are the targets for the global movement program over the next 15 years that apply from 2016 to 2030, to overcome poverty, protect the environment, improve the quality of education, and reduce inequality (Safitri et al., 2022).

Education issues have also been included in the 17 points above. Some of the SDGs goals may fail when analyzed using the Human Capital theory, which advocates the development of human resources through education. Human Capital Theory is knowledge and skills acquired through various educational activities such as schools, courses and training. Romer stated that human capital is a fundamental source of economic productivity. Human capital is also an investment that people make to become more productive. Frank argues that human capital is a combination of education, experience, training, skills, habits, health, energy, and initiatives that continuously drive human productivity. Todaro shows that human capital can be measured through education and health. Further training and education can be a plus for someone. This can be explained by the fact that the more educated or trained a person is, the more capable, competent and skilled he is in dealing with life and various problems (Nurkholis, 2016).

This shows that the delay in education which is gender biased and of low quality must be corrected immediately. Efforts to various solutions described in the discussion above must be continued. Enrich human resource development. The gap between men and women is narrowing, not only in education, but in many other fields as well. The gap between men and women used to be too wide and often favored men. The gap or gap between women and men is narrowing and leaving no gender bias at all. Although education in terms of quantity has been equal in the current situation, there are still gaps in several respects. However, with the development of today's technology, it is also necessary to know that the internet cannot be denied has become a place for various information. Become a repository of different information through different channels such as WhatsApp, Instagram, and YouTube.

Therefore, even though there is a gap between men and women in the realm of education, both of them have the same rights in utilizing information via the internet. In fact, the gap between cities and villages is getting narrower. So that there is no longer any distraction between villages and cities regarding the use of information on the internet.

On the same side, not a few women also use the internet as a field to supplement their family income. Of course this does not come by itself, but is also the result of education through various new lifestyles and various trainings, although the numbers are not many.

The Coordinating Minister for the Economy Hartarto Airlangga said, "Women instinctively have the desire to survive for their families, which encourages them to become

entrepreneurs.” According to the Kemenko PMK report, 60% of the existing MSMEs are managed by women (PMK, 2021).

There are also a large number of women working in public spaces in the public sector. Actively involved in community organizations, participating in social activism, active in the world of health, and even being a member of a political party even though until 2021 it will still be below 30% (PMK, 2021).

Even though the solutions discussed above have not been worked out on a massive scale, there are not a few women who are aware and active in campaigning for a life that is just and not gender biased. Therefore, presumably, if a solution like the one offered above is worked on seriously several points out of the 17 SDG's goals will be achieved. Call it points (1), (2), (3), (4), (5), (7), (8), (11), and (16). This is based on the current condition of women's sensitivity and the alleviation of gender bias issues in women's education is achieved.

Conclusion

The position of women in the context of the SDGs is interpreted as the location and condition of women's education. This statement is presented using data cited from various credible sources. There are various problems in women's education. First, gender-based curriculum. Second, discriminatory school policies. Third, stigmatization of women. Also with various social constructions that position women as subordinates.

There are also solutions to the various problems above. First, fixing the infrastructure and modules to make them more gender friendly. Second, organizing gender mainstreaming training. Third, improve gender-friendly quality in institutions and organizations. Fourth, produce individuals who are experts in the field of gender.

So the implementation of the above solutions will at least abort the various SDGs target points, including, (1), (2), (3), (4), (5), (7), (8), (11), and (16). Because by making gender mainstreaming in education it will automatically spread to various aspects, not only in education. Call it, economic, social, political, legal, public policy, cleanliness, comfort and various other aspects. And in the end it will bring about humane peace.

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