



## IMPROVING THE QUALITY OF LEARNING BASED ON SUSTAINABLE DEVELOPMENT GOALS

Reska Pragusta<sup>1</sup>, Pardiman<sup>2</sup>, Djoni Harijanto<sup>3</sup>

<sup>1,2,3</sup>Universitas Islam Malang, Malang Indonesia

Email: [RPagusta@pomi.co.id](mailto:RPagusta@pomi.co.id)

Received: 24-06-2022

Revised: 10-08-2022

Accepted: 30-09-2022

### Abstract

This article internalizes the value of Sustainable development of goals (SDGs) into the learning process of MAN 1 Malang. Now MAN 1 Malang is not only being challenged by the old challenges, namely finding Islamic and Indonesian characters and modernization challenges, but also internalizing the SDGS values into the learning process. The research method used is qualitative with the type of case study research. Researchers collected data utilizing in-depth interviews, participant observation, and documentation. While data analysis with data presentation, data condensation, and concluding. As for checking the validity of the data, it is done by using credibility, transferability, dependability, and confirmability techniques. This study resulted in the findings: the development of SDGs-based learning in madrasah aliyah places the basis on intelligence, knowledge, noble character, personality, and concern for the environment. The attitude of concern for the environment includes student behavior in student interpersonal interactions such as honesty, discipline, confidence, caring, and responsibility for oneself, family, and nature according to the main goal of sustainable development of goals.

**Keywords:** Quality of Education, Learning, Sustainable Development Goals.

### Abstrak

*Artikel ini internalisasi nilai Sustainable development of goal's (SDGs) ke dalam proses pembelajaran MAN 1 Malang. Sekarang MAN 1 Malang tidak hanya ditantang oleh tantangan lama, yaitu menemukan karakter keislaman dan keIndonesiaan dan tantangan modernisasi, melainkan juga melakukan internalisasi nilai SDGS ke dalam proses pembelajaran. Metode penelitian yang digunakan adalah kualitatif dengan jenis penelitian studi kasus. Peneliti mengumpulkan data dengan cara wawancara mendalam, observasi partisipan, dan dokumentasi. Sedangkan analisis data dengan penyajian data, kondensasi data, dan penarikan kesimpulan. Adapun pengecekan keabsahan data, dilakukan dengan teknik kredibilitas, transferabilitas, dependabilitas, dan konfirmabilitas. Penelitian ini menghasilkan temuan: pengembangan pembelajaran berbasis SDGs di madrasah aliyah menempatkan dasar kecerdasan, pengetahuan, akhlak mulia, kepribadian dan kepedulian terhadap lingkungan. Sikap kepedulian terhadap lingkungan mencangkup perilaku siswa dalam interaksi interpersonal siswa seperti jujur, disiplin, percaya diri, peduli serta tanggung jawab terhadap diri sendiri, keluarga dan alam sesuai tujuan utama sustainable development of goals.*

**Kata Kunci :** Mutu Pendidikan, Pembelajaran, Sustainable Development Goals

## INTRODUCTION

Efforts to internalize sustainable development indicators in education must include social, environmental, and economic aspects.<sup>1</sup> The interaction of these three aspects significantly influences the achievement of sustainable development goals on the quality of education graduates.<sup>2</sup>

There are seventeen objectives in the SDG's action plan, one of which is improving the quality of education. Education is a tool to foster a community or group of people and not only for the benefit of the individual.<sup>3</sup> This is where quality teachers are needed to support the country's development through a quality nation. Teachers are the spearhead of education in Indonesia; for that quality, teachers must be evenly distributed in Indonesian schools or madrasas to realize educational goals.<sup>4</sup>

Therefore, efforts to internalize SDGs values into learning are essential given the dynamic nature of the SDGs and contextual with school conditions in an area.<sup>5</sup> Most of the points of sustainable development goals are related to environmental, energy, and health issues.<sup>6</sup> These issues are close to the content of the Islamic religious education curriculum at the Madrasah Aliyah level.

The urgency of internalizing SDGs values into learning content from the perspective of teachers at the upper secondary level has been investigated by Walter,<sup>7</sup> Sutanto,<sup>8</sup> Ferrer,<sup>9</sup> & Anggraini,<sup>10</sup> with the conclusion that; teachers consider that SDGS values should be included in detail in learning content, and there were no significant differences in perceptions among teachers regarding the essential topics proposed, even though teachers had diverse backgrounds.

Responding to the need for SDG (Sustainable Development Goals) values, this article seeks to describe the design of microlearning to incorporate SDG's values into all subjects at

---

<sup>1</sup> UNESCO, "Sustainable Development Begins With Education: How Education Can Contribute to the Proposed Post-2015 Goals," *Education For All - Global Monitoring Report*, 2014, 1–14, <http://unesdoc.unesco.org/images/0023/002305/230508e.pdf>.

<sup>2</sup> United Nations, *World Trends in Education for Sustainable Development, World Trends in Education for Sustainable Development*, 2015, <https://doi.org/10.3726/978-3-653-04538-3>.

<sup>3</sup> Colin Latchem, "Education for Sustainable Development," *SpringerBriefs in Open and Distance Education* 4 (2018): 155–65, [https://doi.org/10.1007/978-981-10-6741-9\\_15](https://doi.org/10.1007/978-981-10-6741-9_15).

<sup>4</sup> Edita Bekteshi and Brikena Xhaferi, "Learning about Sustainable Development Goals through English Language Teaching," *Research in Social Sciences and Technology* 5, no. 3 (2020): 78–94, <https://doi.org/10.46303/ressat.05.03.4>.

<sup>5</sup> Ana Marta Aleixo, Ulisses M. Azeiteiro, and Susana Leal, "Are the Sustainable Development Goals Being Implemented in the Portuguese Higher Education Formative Offer?," *International Journal of Sustainability in Higher Education* 21, no. 2 (2020): 336–52, <https://doi.org/10.1108/IJSHE-04-2019-0150>.

<sup>6</sup> Syubhan Annur et al., "Sustainable Development Goals (SDGs) Dan Peningkatan Kualitas Pendidikan," *Seminar Nasional Pendidikan*, 2018.

<sup>7</sup> Walter Leal Filho and Chris Shiel, "Sustainable Development Goals and Sustainability Teaching at Universities: Falling Behind or Getting Ahead of the Pack?," *Journal of Cleaner Production* 23, no. 2 (2019): 285–94.

<sup>8</sup> Hari Prasetyo Sutanto, "Education For Sustainable Development In West Nusa Tenggara," *Cakramala Pendidikan*, no. 3 (2017): 320–41.

<sup>9</sup> María Ferrer-Estévez and Ricardo Chalmeta, "Integrating Sustainable Development Goals in Educational Institutions," *International Journal of Management Education* 19, no. 2 (2021), <https://doi.org/10.1016/j.ijme.2021.100494>.

<sup>10</sup> Diana Noor Anggraini, "Kontribusi Model Education Sustainable Development Dalam Pembelajaran PKn Terhadap Kompetensi Kewarganegaraan," *Prosiding Konferensi Nasional Kewarganegaraan III*, no. November (2017): 134–41.

Madrasah Aliyah Negeri 1 Malang. The objectives of this research include; determining the competencies that will be included in the subject content and designing the content of the micro curriculum through the subjects.

Based on research, Madrasah Aliyah Negeri 1 Malang is one form of superior Academic Madrasah Aliyah, which departs from the desire to create a madrasa that becomes central to excellence. Based on documentation data, the graduation rate is close to one hundred percent, and most alumni are accepted into well-known universities (ITB, UI, UGM, ITS, IPB, and the like). Some have even received scholarships in various countries such as Japan, Germany, Australia, Malaysia, Egypt, and Singapore.<sup>11</sup> This proves that the madrasa education system that is handled professionally has been able to compete at the international level.

MAN 1 Malang, founded with the spirit of Islam-Modernism, is a pilot madrasa, especially for learning religion, science, and technology. Now this institution is not only challenged by old challenges, namely finding Islamic and Indonesian characters and modernization challenges, but also internalizing SDGS values into the learning process.

## RESEARCH METHOD

This scientific article uses the postpositivism philosophical paradigm as a new scientific research paradigm.<sup>12</sup> I am quoting Sugiono's opinion that research should look at aspects of social reality comprehensively without being half-assed with the ability to dynamize something to explore its meaning.<sup>13</sup>

The approach in the research in this article is qualitative-descriptive. This means that researchers describe the phenomenon as a whole based on environmental and individual circumstances.<sup>14</sup> Therefore, there is no hypothesis in qualitative, where accusations are given without clear and detailed facts.

This approach teaches us to see the phenomenon as a whole. In the aspect of the type of research, this article uses the type of case study research. That is, researchers identify in-depth data on a case and the process of events that occur in it with a focus on one problem or phenomenon.<sup>15</sup>

Meanwhile, in collecting research data at Madrasah Aliyah Negeri 1 Malang, researchers used four techniques: participatory observation, in-depth interviews,

---

<sup>11</sup> Adita Taufik Widiyanto, "Memahami Siswa Yang Berprestasi Kelas Xi Di Madrasah Aliyah Negeri 1 Malang Perspektif Fenomenologi," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 11, no. 2 (2021): 181–86.

<sup>12</sup> Tenk, "The Ethical Principles of Research with Human Participants and Ethical Review in the Human Sciences in Finland: Finnish National Board on Research Integrity TENK Guidelines 2019," *Finnish National Board on Research Integrity TENK Publications* 12, no. 02 (2019): 30, [https://tenk.fi/sites/default/files/2021-01/Ethical\\_review\\_in\\_human\\_sciences\\_2020.pdf](https://tenk.fi/sites/default/files/2021-01/Ethical_review_in_human_sciences_2020.pdf).

<sup>13</sup> Sam Gounder, "Research Methodology and Research Questions," *Research Introduction* 1, no. March 2012 (2018): 84–193.

<sup>14</sup> Greet Peersman, "Data Collection and Analysis Methods," *Revista Latinoamericana de Psicología* 34, no. 3 (2018): 241–49.

<sup>15</sup> John W Creswell and Cheryl N Poth, *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (Sage publications, 2016).

documentation, and focus group discussions.<sup>16</sup> Furthermore, data analysis is used interactively regarding four components, namely data collection, data reduction, data presentation, and data verification.<sup>17</sup>

## RESULTS AND DISCUSSION

### Design of Learning Content Development Based on Sustainable Development of Goals

Based on the research results, the design of learning content that the teacher group has prepared at Madrasah Aliyah Negeri 1 Malang is that a total of three teachers act as learning content validators. The three validators have expertise in various fields, and the first validator is a science teacher with more than nine years of teaching experience. The second validator is a social science teacher with more than eight years of teaching experience.<sup>18</sup>

The third validator is a senior religion teacher with more than ten years of teaching experience. The three validators assess the microlearning content, which then compiles a simple module. Indicators of the assessment of learning content include the relationship with social issues of Indonesian society, the dynamics of the 21st-century environment, and the relationship with the content of the 2013 curriculum.<sup>19</sup>

Furthermore, the research findings show that the development of the quality of learning in each subject is based on the sustainable development of goals, referring to three main issues, namely environmental care, energy-saving lifestyles, and healthy living habits in the school environment. The two issues of sustainable development of goals are then made indicators for each learning process, as explained below;

#### Internalization of environmental care material in learning

Part of the learning content from the aspect of learning objectives: Explaining the process of disposing of waste and separating it, describing the process of processing inorganic waste that is difficult to decompose by soil, and making efforts to process household waste into goods with added value.<sup>20</sup>

The material for environmental care in the implementation of learning, explanations about disposing of waste in its place, explanation of the types of waste, explanation of the process of separating waste, processing inorganic waste, including household waste into goods with added value. lastly, by evaluating learning outcomes.

Environmental concern is very closely supported by school policies, curriculum implementation, participatory environmental activities, and the management of environmentally friendly supporting facilities. When teaching, the teacher should pay attention to the theme because it will correlate with the formation of environmental care character.

---

<sup>16</sup> Andrea MacLeod, "Interpretative Phenomenological Analysis (IPA) as a Tool for Participatory Research within Critical Autism Studies: A Systematic Review," *Research in Autism Spectrum Disorders* 64, no. August 2018 (2019): 49–62, <https://doi.org/10.1016/j.rasd.2019.04.005>.

<sup>17</sup> Lia Figgou and Vassilis Pavlopoulos, *Social Psychology: Research Methods, International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, Second Ed., vol. 21 (Elsevier, 2015), <https://doi.org/10.1016/B978-0-08-097086-8.24028-2>.

<sup>18</sup> Interview. Mrs. Binti Maqsudah, M.Pd Kepala Madrasah Aliyah 1 Malang, March 27 February, 2022

<sup>19</sup> Interview. Mr. Yasin, M.Pd WK Madrasah Aliyah 1 Malang Curriculum. March 3, 2022

<sup>20</sup> Interview. Mr. Yasin, M.Pd WK Madrasah Aliyah 1 Malang Curriculum. March 3, 2022

Caring for the environment is one of the characteristics that must be formed from an early age. One of the ways to build a caring character for the environment is through the “green and clean” program. The “green and clean” program aims to train students to be able to love their environment from an early age and to be able to maintain the beauty of the environment starting from the school environment. The "green and clean" method is carried out through a pre-learning program in the classroom by inviting students to carry out programs that contain elements of Beauty, Tidiness, and Cleanliness.<sup>21</sup>

In addition, the program includes a joint picket program in the classroom and the school environment, as well as learning to care for plants in front of the class. The program can also increase students' awareness that a clean and beautiful environment can increase student comfort in studying or carrying out activities at school, especially in teaching and learning programs<sup>22</sup>.

### **Internalization of renewable energy-saving materials in learning**

The learning content section from the aspect of learning objectives starts by explaining the socio-economic impact of energy wastage, explaining the dangers of an energy crisis, getting used to saving electrical energy, understanding energy alternatives other than fossil energy, and presenting a simple design of renewable energy.

The energy-saving material in the implementation of learning is an explanation of the meaning of the energy crisis, an explanation of the types of renewable energy, and real examples of the use of renewable energy in several countries, such as Denmark, the Netherlands, and Russia. This is followed by evaluating learning outcomes from the evaluation of energy-wasting behavior, crossword puzzles, and independent competency tests.

Why Should Live Energy-Efficient? Saving energy is very important for us to do, especially considering that recently there has been an energy crisis in the world. Due to this energy crisis, various alternative energy sources have been created to meet energy needs. So we, as users who do not know anything about the manufacture or process of creating energy so that it is ready to use are critical to make savings.

Energy in the form of electricity and fuel oil spoils us. Even now, humans are starting to depend on electricity, so they feel disadvantaged when they find a power failure carried out to save energy on electricity.

Why should you save energy? First, we are aware that not all energy sources can be renewed. (example: oil, gas, coal, and fuel for power generation) because, if all of that is used up, we cannot use it again in the future. Second, so that the remaining energy sources can be used again, especially in the future. Non-renewable natural resources. Even so, our children and grandchildren can feel the energy sources on earth. Third, we are aware that there are still many billions of people who have difficulty obtaining energy sources. 4. Because by saving energy, we no longer waste electricity, do not spend money to pay for energy, and also save natural resources used to produce energy.<sup>23</sup>

---

<sup>21</sup> Interview. Mr. Sugiono, S.Ag Teacher of Madrasah Aliyah 1 Malang Curriculum. March 3, 2022

<sup>22</sup> Observation. Madrasah Aliyah 1 Malang Curriculum. March 5, 2022

<sup>23</sup> Interview. Mrs. Binti Maqsudah, M.Pd Kepala Madrasah Aliyah 1 Malang. March 27 February, 2022

### **Internalization of healthy behavior material in learning materials**

The insertion of clean and healthy living behavior in learning has two central values, namely: empowering every student and the school community so that they know, want, and can help themselves in the health sector by implementing clean and healthy living behaviors and playing an active role in realizing healthy schools. . More technically, teachers and all are required to apply healthy behavior by habituation, as the results of observations of teacher and student behavior:<sup>24</sup>

Washing hands with running water and soap, consuming healthy snacks from the school canteen, using clean and healthy latrines, exercising regularly and measurably, not smoking at school, throwing garbage into segregated trash bins, eradicating mosquito larvae, weighing and measuring body weight. Height, keep hair clean and tidy, wear clean and neat clothes, and keep nails short and clean; each indicator of healthy and clean living behavior has different character values such as discipline character values, healthy living, love, and care for the environment.<sup>25</sup>

From this habit, the benefits of clean and healthy living behavior in schools include: creating clean and healthy schools so that students, teachers, and the school environment are protected from various disorders and threats of disease, increasing the spirit of the teaching and learning process which has an impact on learning achievement. In addition, for students, the image of the school as an educational institution is increasing so that it can attract the interest of parents (community) to send their children to the school, increase the image of local governments in the field of education, and become a model for healthy schools for other regions.

### **Discussion**

Based on the research findings, it can be seen that the internalization of sustainable development goals (SDGs) can be implemented in various ways. For example, SDGs can be integrated into learning models, such as problem-based learning and flipped classrooms.<sup>26</sup>

SDGs implementation can be done through media used in learning, such as modules, textbooks, worksheets, and games on technology-based devices.<sup>27</sup> However, the implementation of the SDGs has been carried out in grades ten, eleven, and twelfth, so a more in-depth study is needed regarding the implementation of the SDGs at the SDGs level.


The implementation of SDGs in learning is reported to improve learning outcomes and specific skills expected to be mastered by students. The proper packaging of SDGs in a lesson can increase mastery of concepts and learning outcomes in the cognitive domain because, in their learning, students are asked to conduct self-evaluations related to their learning outcomes and processes.

In addition to learning outcomes, critical thinking skills can be improved by implementing SDGs in learning. This increase in critical thinking skills is because students

---

<sup>24</sup> Interview. Mr. Sugiono, S.Ag Teacher of Madrasah Aliyah 1 Malang Curriculum. March 3, 2022

<sup>25</sup> Observation. Madrasah Aliyah 1 Malang Curriculum. March 5, 2022

<sup>26</sup> Luis Enrique García Reyes, “ SUSTAINABLE FOUNDATIONS: A Guide for Teaching the Sustainable Development Goals,” *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 1689–99.

<sup>27</sup> Ingo Eilks, “Science Education and Education for Sustainable Development - Justifications, Models, Practices and Perspectives,” *Eurasia Journal of Mathematics, Science and Technology Education* 11, no. 1 (2015): 149–58, <https://doi.org/10.12973/eurasia.2015.1313a>.

must use thinking skills in formulating problems and looking for alternative solutions to solve these problems<sup>28</sup>. Furthermore, SDGs integrated into learning can also improve problem-solving skills because the SDGs are competencies related to collaboration through critical thinking, strengthening empathy, and character<sup>29</sup>.

Tadkiratun Musfiroh also explained that character refers to a series of attitudes (behavior), motivations (motivations), and skills (skills), meaning that character education is a deliberate effort to help the community understand the behavior of others, care for and act and have skills.<sup>30</sup> On ethical values. In line with this opinion, Darmiyati Zuchdi explains that character education is intended to teach specific traditional values widely accepted as the basis for reasonable and responsible behavior. These values are described as moral behavior, and the character learning process is more directed at aspects of knowledge, skills, and behavior.

A character can be interpreted as a fundamental value that builds a person's personality, is formed due to the influence of heredity and environmental influences, which distinguishes him from others, and is manifested in his attitudes and behavior in everyday life.<sup>31</sup> Character is also interpreted as a way of thinking and behaving uniquely to each individual to live and work together within the family, community, nation, and state. Individuals with good character are individuals who can make decisions and are responsible for the consequences of their decisions. The character that is understood has three interrelated components, namely moral knowledge, moral feelings, and moral behavior. Good character consists of superior knowledge, wanting good, and making good habits from thoughts, habits, and actions.

Herawati defines three components in forming a good character. The three components of character are Moral knowing, namely, moral awareness, moral values, perspective-taking, moral reasoning, decision-making, and self-knowledge.<sup>32</sup> The element of moral knowing fills the cognitive realm of students. Moral feelings are six aspects of emotion that a person must feel to become a human character: conscience, self-esteem, empathy, love of kindness, compassion, self-control, and humility.

Moral actions are actions or moral actions of the other two components of character. To understand what drives a person to act, three other aspects of character must be seen: competence, desire, and habit. There are treatments and habits to do to form good character.<sup>33</sup>

---

<sup>28</sup> Alan Maley and Nik Jemma Prior and Tessa Woodward Peachey, *Integrating Global Issues in the Creative English Language Classroom: With Reference to the United Nations Sustainable Development Goals*, 2017.

<sup>29</sup> Ardita Kabashi-Hima, "Education for Sustainable Development: Kosovo Research Report," no. June (2018).

<sup>30</sup> Aleixo, Azeiteiro, and Leal, "Are the Sustainable Development Goals Being Implemented in the Portuguese Higher Education Formative Offer?"

<sup>31</sup> Erika González García, Ernesto Colomo Magaña, and Andrea Cívico Ariza, "Quality Education as a Sustainable Development Goal in the Context of 2030 Agenda: Bibliometric Approach," *Sustainability (Switzerland)* 12, no. 15 (2020): 1–18, <https://doi.org/10.3390/SU12155884>.

<sup>32</sup> Kamisah Herawati, "Propethic Parenting Educate Children with Rasulullah Method ( Propethic Parenting )," *Journal of Education Science (JES)* 5, no. 2 (2019): 33–42.

<sup>33</sup> Ahmad Zarkasyi, "Epistimology and Strategy of Multicultural Islamic Education," *SYAIKHUNA: Jurnal Pendidikan Dan Pranata Islam* 12, no. October (2020): 2–10.

Because character education is a process to shape, grow, develop and mature a child's personality into a wise and responsible person through habituation of thoughts, hearts, and actions, whose results can be seen in daily actions at school and in society.

### CONCLUSION

Based on the research findings, the development of learning by inserting three main elements of sustainable development of goals, caring for the environment, saving energy, and healthy living behavior has been inserted in the spiritual, character, cognitive, and skill domains. In its implementation, 2013 revised thematic learning in schools. With the start of the SDGs, learning has changed a lot to meet the demands of the times due to the dynamic nature of the impact of globalization. Learning by inserting the goal of sustainable development goals is oriented to 21st-century skills, strengthening literacy and higher-order thinking skills, and character strengthening.

Strengthening character education includes religious, nationalist, independent, cooperation, and integrity characteristics under the main objectives of the sustainable development goals (SDGs). Strengthening character is used as a guide in learning based on sustainable development of goals, both hard and soft skills. SDGs-based learning can be interpreted as integrated learning that involves various subjects across groups and is tied to a particular theme with an emphasis on student activity in problem-solving processes related to the learning theme.

The development of SDG-based learning in madrasah aliyah places the basis on intelligence, knowledge, noble character, personality, and concern for the environment. The attitude of caring for the environment includes student behavior in students' interpersonal interactions such as honesty, discipline, confidence, caring, and responsibility for oneself, family, and nature.

### REFERENCES

- Aleixo, Ana Marta, Ulisses M. Azeiteiro, and Susana Leal. "Are the Sustainable Development Goals Being Implemented in the Portuguese Higher Education Formative Offer?" *International Journal of Sustainability in Higher Education* 21, no. 2 (2020): 336–52. <https://doi.org/10.1108/IJSHE-04-2019-0150>.
- Anggraini, Diana Noor. "Kontribusi Model Education Sustainable Development Dalam Pembelajaran PKn Terhadap Kompetensi Kewarganegaraan." *Prosiding Konferensi Nasional Kewarganegaraan III*, no. November (2017): 134–41.
- Annur, Syubhan, Mustika Wati, Saiyidah Mahtari, and Miranti Diah Prastika. "Sustainable Development Goals (SDGs) Dan Peningkatan Kualitas Pendidikan." *Seminar Nasional Pendidikan*, 2018.
- Ardita Kabashi-Hima. "Education for Sustainable Development: Kosovo Research Report," no. June (2018).
- Bekteshi, Edita, and Brikena Xhaferi. "Learning about Sustainable Development Goals through English Language Teaching." *Research in Social Sciences and Technology* 5, no. 3 (2020): 78–94. <https://doi.org/10.46303/ressat.05.03.4>.

- Creswell, John W, and Cheryl N Poth. *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. Sage publications, 2016.
- Eilks, Ingo. "Science Education and Education for Sustainable Development - Justifications, Models, Practices, and Perspectives." *Eurasia Journal of Mathematics, Science and Technology Education* 11, no. 1 (2015): 149–58. <https://doi.org/10.12973/eurasia.2015.1313a>.
- Ferrer-Estévez, María, and Ricardo Chalmeta. "Integrating Sustainable Development Goals in Educational Institutions." *International Journal of Management Education* 19, no. 2 (2021). <https://doi.org/10.1016/j.ijme.2021.100494>.
- Figgou, Lia, and Vassilis Pavlopoulos. *Social Psychology: Research Methods. International Encyclopedia of the Social & Behavioral Sciences: Second Edition*. Second Edi. Vol. 21. Elsevier, 2015. <https://doi.org/10.1016/B978-0-08-097086-8.24028-2>.
- Filho, Walter Leal, and Chris Shiel. "Sustainable Development Goals and Sustainability Teaching at Universities: Falling Behind or Getting Ahead of the Pack?" *Journal of Cleaner Production* 23, no. 2 (2019): 285–94.
- García, Erika González, Ernesto Colomo Magaña, and Andrea Cívico Ariza. "Quality Education as a Sustainable Development Goal in the Context of 2030 Agenda: Bibliometric Approach." *Sustainability (Switzerland)* 12, no. 15 (2020): 1–18. <https://doi.org/10.3390/SU12155884>.
- García Reyes, Luis Enrique. "🍀 SUSTAINABLE FOUNDATIONS: A Guide for Teaching the Sustainable Development Goals." *Journal of Chemical Information and Modeling* 53, no. 9 (2013): 1689–99.
- Gounder, Sam. "Research Methodology and Research Questions." *Research Introduction* 1, no. March 2012 (2018): 84–193.
- Greet Peersman. "Data Collection and Analysis Methods." *Revista Latinoamericana de Psicología* 34, no. 3 (2018): 241–49.
- Herawati, Kamisah. "Propethic Parenting Educate Children with Rasulullah Method ( Propethic Parenting )." *Journal of Education Science (JES)* 5, no. 2 (2019): 33–42.
- Latchem, Colin. "Education for Sustainable Development." *SpringerBriefs in Open and Distance Education* 4 (2018): 155–65. [https://doi.org/10.1007/978-981-10-6741-9\\_15](https://doi.org/10.1007/978-981-10-6741-9_15).
- MacLeod, Andrea. "Interpretative Phenomenological Analysis (IPA) as a Tool for Participatory Research within Critical Autism Studies: A Systematic Review." *Research in Autism Spectrum Disorders* 64, no. August 2018 (2019): 49–62. <https://doi.org/10.1016/j.rasd.2019.04.005>.
- Maley, Alan, and Nik Jemma Prior and Tessa Woodward Peachey. *Integrating Global Issues in the Creative English Language Classroom: With Reference to the United Nations Sustainable Development Goals*, 2017.
- Nations, United. *World Trends in Education for Sustainable Development. World Trends in Education for Sustainable Development*, 2015. <https://doi.org/10.3726/978-3-653-04538-3>.
- Sutanto, Hari Prasetyo. "Education For Sustainable Development In West Nusa Tenggara." *Cakrawala Pendidikan*, no. 3 (2017): 320–41.
- Tenk. "The Ethical Principles of Research with Human Participants and Ethical Review in the Human Sciences in Finland: Finnish National Board on Research Integrity TENK Guidelines 2019." *Finnish National Board on Research Integrity TENK Publications* 12, no. 02

- (2019): 30. [https://tenk.fi/sites/default/files/2021-01/Ethical\\_review\\_in\\_human\\_sciences\\_2020.pdf](https://tenk.fi/sites/default/files/2021-01/Ethical_review_in_human_sciences_2020.pdf).
- UNESCO. “Sustainable Development Begins With Education: How Education Can Contribute to the Proposed Post-2015 Goals.” *Education For All - Global Monitoring Report*, 2014, 1–14. <http://unesdoc.unesco.org/images/0023/002305/230508e.pdf>.
- Widianto, Adita Taufik. “Memahami Siswa Yang Berprestasi Kelas Xi Di Madrasah Aliyah Negeri 1 Malang Perspektif Fenomenologi.” *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 11, no. 2 (2021): 181–86.
- Zarkasyi, Ahmad. “Epistimology and Strategy of Multicultural Islamic Education.” *SYAIKHUNA: Jurnal Pendidikan Dan Pranata Islam* 12, no. October (2020): 2–10.