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**INDEPENDENT LEARNING TO ACHIEVE SUSTAINABLE DEVELOPMENT GOALS (SDGs) IN THE ERA OF THE COVID-19 DISRUPTION****FETTY BUDI ARIFANI, M.Pd, Ph.D**[fettyoko@gmail.com](mailto:fettyoko@gmail.com)**Academic Adviser : Prof. Dr. HM. Iim Wasliman, M.Pd, M.Si<sup>1</sup>****Dr. Hendi Suhendraya Muchtar, M.Pd<sup>2</sup>****Postgraduate Islam Nusantara University****Reviewer Journal : UIPM-University International****Prof. Dr. Mohammad Soleh Ridwan, Ph.D***ABSTRACT*

Since the Disruption Era Covid-19 has hampered the continuity of education. Education is one of the pillars that supports world sustainable development for the welfare of all levels of the world community in 2030 through the Sustainable Development Goals (SDGs) program, but since the Covid-19 Disruption Era in Indonesia, it has had a significant impact on the achievements of Sustainable Development Programs, especially in challenges to access to education. Schools are closed, distance learning sounds good but in practice there are many problems especially in rural areas due to limited internet access. In order to prevent and resolve the negative impact of the Covid-19 Disruption Era on the achievement of SDGs 4 goals, namely ensuring inclusive and equal quality education, as well as supporting lifelong learning opportunities for all, the Ministry of Education and Culture launched the Independent Learning program which provides freedom and autonomy to educational institutions, and is independent. from bureaucratization, transforming the education system to make Indonesian education more adaptive.

*Keywords:* Disruption of Covid-19, independent learning, Knowledge and Sustainable Development Goals

**1. INTRODUCTION**

Education is one of the main milestones and plays a strategic role in improving national development and the quality of human resources. Through formal and non-formal education, humans can elaborate themselves - do something diligently and carefully to fulfill the needs of life. In addition, education also provides benefits for developing insight into knowledge, skills, culture as well as one of the determinants of the progress of a nation and can be used as

a practical means to improve poverty alleviation, improve social justice, quality of life and the level of community welfare as a manifestation of the development and application of lifelong learning, so that can lead the nation to achieve prosperity.

Education has a goal to humanize humans in the educational curriculum and daily activities at school. Many teachers are trapped only in the "know" quadrant, the concept of humanizing humans. The rest are teachers who continue to forge themselves, study here and there, reviewing various books on education from educational thinkers in the past. Some of these become independent teachers who understand and are able to implement the concept of humanizing humans through activities in the classroom with their students. According to Dyah Ratih Sulistyanti (2007:164), education is one of the human rights for every human being. This is because an educated society can at least realize three factors: (1) It can free itself from ignorance and backwardness; (2) Able to participate in the political process to create a democratic society; (3) has the ability to free himself from poverty, the protection of human rights to education in Indonesia is legally based on the 1945 Constitution of the Republic of Indonesia, meaning here as protector, protector of the whole community.

The implementation and development of educational studies must also be adapted to the conditions and social situations that exist in the community. Because education is like an experiment that will never end, as long as there is human life in this world. It is said so because education is part of human culture and civilization that continues to develop. This is in line with human nature that has creative and innovative potential. Education does not only play a role in creating the younger generation as agents of change who bring about change, but the younger generation must be able to become agents of producers who are able to create real change.

Education must be able to become a patron not only in terms of formal education, but also education that is able to change the mindset of the nation's children and innovative education that encourages creativity and innovative power of the nation's children. The younger generation as agents of innovation who can make an important and significant contribution to implementing applicable sustainable development concepts. Internationally, the quality of education in Indonesia is ranked 64th out of 120 countries around the world based on the annual UNESCO Education For All Global Monitoring Report 2012. Meanwhile, based on the Education for All Development Index (EDI), Indonesia is at ranked 57th out of 115 countries in 2015. In the latest 2015 UN development program report, Indonesia ranks 110 out of 187 countries in the Human Development Index (HDI) with a figure of 0.684. With this figure, Indonesia is still lagging behind two neighboring ASEAN countries, namely Malaysia (ranked 62) and Singapore (ranked 11).

Based on the above, the educational goals will also become the foundation of the government's efforts to encourage the achievement of sustainable development goals and targets in the Sustainable Development Goals (SDGs) era until 2030 based on the direction of the United Nations Forum which was agreed on August 2, 2015. Improving education for the people of Indonesia will spur the achievement of other goals and targets in the 17 SDGs points, especially to increase Indonesia's human development index. In early March 2020, the disruption of the learning process in Indonesia as a result of the response to the Covid-19 pandemic had the potential to disrupt the agenda for achieving SDGs-4, namely quality education for all. These disturbances occur in two aspects: first, the reduction in the overall quality of learning, due to a sudden disruption in the learning process without the prerequisites of adequate infrastructure and resources. Second, the increasing inequality in educational attainment due to this disruption will be felt more severely by the poor or in remote areas. These two aspects, equality of access and quality of achievement are the most urgent homework for the achievement of Indonesia's SDGs-4. To solve this problem, the

Minister of Education and Culture of the Republic of Indonesia, Nadiem Anwar Makarim, gave birth to a new policy, namely Independent Learning.

## **2. RESEACRCH METHOD**

The type of research used by the author is normative legal research or commonly referred to as research for academic purposes. The method used is descriptive analytic method, meaning that it describes as well as provides an analysis of the themes discussed.

## **3. RESULT AND DISCUSSION**

### **3.1 Sustainable Development Goals**

September 5, 2015 at the Headquarters of the United Nations (UN), world leaders officially endorsed the Agenda for Sustainable Development Goals (Sustainable Development Goals) as a global development agreement. Approximately 193 heads of state attended, including Indonesian Vice President Jusuf Kalla who also endorsed the SDGs Agenda. With the theme "Changing Our World: The 2030 Agenda for Sustainable Development", the SDGs, which contain 17 Goals and 169 Targets, are a global action plan for the next 15 years (effective from 2016 to 2030), to end poverty, reduce inequality and protect the environment. The SDGs apply to all countries (universally), so that all countries without the exception of developed countries have a moral obligation to achieve the Goals and Targets of the SDGs.

The Sustainable Development Goals, one of which is contained in the Incheon Declaration initiated by UNESCO in South Korea in May 2015, has approved efforts to encourage all children from countries that participate in supporting the SDGs to have access to quality early childhood development services and receive one) year of educational services before entering primary school, obtaining quality, compulsory, and free early childhood care. The achievement of educational services regarding PAUD, has been agreed by the local government to provide quality learning services for 1 (one) year before the child enters elementary school (SD) and provide quality standard care.

This goal is a continuation of the Millennium Development Goals - MDGs which were signed by the leaders of 189 countries as the Millennium Declaration at United Nations headquarters in 2000 which ended in 2015. Two of these goals are closely related to goal number 4 - education: Ensure inclusive and equitable quality education, and promote lifelong learning opportunities for all. Goal number 5: Achieve gender equality and empower all women and children.

The SDGs targets that will be implemented in the education sector can be seen in number 4, as follows: (4.1) By 2030, ensure that all girls and boys complete primary and secondary education free of charge, equal, and of good quality, which leads to on relevant and effective learning outcomes; (4.2) By 2030, ensure that all girls and boys have access to quality early childhood development and care, care, pre-primary education, so that they are ready for primary education; (4.3) By 2030, ensure equal access for all women and men, to affordable and quality technical, vocational and higher education, including university; (4.4) By 2030, significantly increase the number of youth and adults who have the relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship; (4.5) By 2030, eliminate gender disparities in education, and ensure equal access to all levels of education and vocational training, for vulnerable people including persons with disabilities, indigenous peoples and children in vulnerable conditions; (4.6) By 2030, ensure that all youth and a certain proportion of adults, both male and female, have literacy and numeracy skills; (4.7) By 2030, ensure that all students acquire the knowledge and skills

necessary to promote sustainable development, including, inter alia, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and respect for cultural diversity and the contribution of culture to sustainable development. (4.a) Build and improve educational facilities that are child-friendly, disabled-friendly and gender-friendly, and provide a safe, non-violent, inclusive and effective learning environment for all; (4.b) By 2020, significantly expanding globally, the number of scholarships for developing countries, in particular least developed countries, small island developing States, and African countries, to enroll in higher education, including vocational training, information technology and communications, engineering programmes, engineering and scientific programmes, in developed and other developing countries; (4.c) By 2030, significantly increase the supply of quality teachers, including through international cooperation in teacher training in developing countries, especially least developed countries, and small island developing States.

Indonesia is one of the countries that supports and agrees on the SDGs development program. The government's commitment to implementing the goals contained in the Sustainable Development Goals (SDGs) can be seen from the signing of Presidential Regulation Number 59 of 2017, concerning the Implementation of the Achievement of SDGs by President Joko Widodo (Jokowi) on July 4, 2017 ago. The Presidential Regulation is the legal basis that stipulates the governance structure

National SDGs related to planning, budgeting, funding - required costs, monitoring and reporting. The issuance of the Presidential Regulation as conveyed directly by the President on the occasion of attending the G20 Summit at the Hamburg Messe Und Congress, Germany (7 July 2017).

Furthermore, the Presidential Regulation is intended as a follow-up to the agreement in Transforming Our World: The 2030 Agenda for Sustainable Development to end poverty, improve public health, promote education, and combat climate change. This Presidential Regulation sets 17 goals and 169 targets and is in line with the targets of the 2015-2019 National Medium Term Development Plan, and is further elaborated in a road map, National Action Plan, and Regional Action Plan for Development Goals.

The SDGs targets for 2017 to 2019 are listed in the Appendix which is an integral part of the Presidential Regulation. The SDGs, which is a document that contains global goals and targets from 2016 to 2030, aims to maintain a sustainable increase in the economic welfare of the community, maintain the sustainability of community social life, maintain environmental quality, as well as inclusive development and implementation of governance that is able to maintain the improvement of the quality of life from one country to another. generation to the next generation.

From a regional perspective, currently there is access to education development in certain remote areas but there are indications that there are challenges that are difficult to solve, although it is possible if policy formulation is carried out. For example, the school is located in a village, the village has 2, or 3 and or 4 hamlets which are very far between the village and the hamlet. Even if the children are going to school, it can be traversed for hours, and or through rivers and uphill, downhill, muddy roads and this is because there is not enough access to transportation or the required infrastructure. David Easton (in Thoha, 2002: 62) reveals that policy formulation is the result of the allocation of authoritative values only for the whole community chosen by the government to be carried out. This opinion implies that the government in an effort to formulate public policies is moving from the Preamble to the Constitution, the Body of the Constitution and the Act, as well as binding Government Regulations that can influence or change the paradigm of society, from the old paradigm to the new paradigm.

Furthermore, James E. Anderson (in Islamy. 2001: 17) and Heglo & Jones (in Abidin. 2004: 21) define policy as a series of problem-solving actions to achieve the desired goal. That this means that public policy is an effective and reliable medium/means in order to face challenges. Anderson again explains (in Islamy, 2001:19) that public policy has implications, among others; (1) goal-oriented, (2) patterns of action of government officials, (3) what the government actually does, (4) can be positive or negative. This means that public policy is clearly not only made and published, but rather that public policy must have a definite purpose, and the readiness of the government bureaucracy to socialize the program or implement the program, and the availability of human resources and the existence of a program strength to improve and/or influencing society.

There are 5 (five) elements of public policy according to Gaffar (1998: 15), namely; (1) goals, (2) related to each other, (3) in fact carried out by the government, (4) can be positive and negative, (5) authoritative. to a new paradigm for solving crucial issues, in order to make a policy through a series of stages as stated by Dunn (2000: 24) policies include; (a) agenda setting, (b) policy formulation, (c) policy adoption, (d) implementation, and (e) assessment.

Furthermore, according to the Brundtland Report from the United Nations (1987), sustainable development (SDGs) is a development process (land, city, business, community, etc.) which has the principle of "meeting the needs of the present without compromising the fulfillment of the needs of future generations". must balance between conservation and maintaining ecosystems, with economic and socio-cultural development of the community in other words there must be a balance of conservation - environment - socio-culture that can continuously meet the welfare and prosperity of present and future generations. implementation of policies on the distribution of teachers/educators to remote areas – underdeveloped so that children in the regions get significant learning according to the age and skills to be achieved.

### **3.2 Education Sustainable Development Goals**

The results of the SDG-4 monitoring study conducted by the Ministry of Education and Culture in collaboration with UNICEF and the Unpad SDGs Center concluded that it is not the problem of access to education that is the most urgent. In the context of achieving SDG-4, the urgency lies in the aspect of quality and gaps. Currently, the quality of education in Indonesia is still low. The low quality of education in Indonesia, for example, can be seen from Indonesia's PISA (Program for International Student Assessment) ranking. PISA is a test of the basic knowledge skills of 15 year old school children in various countries. Since the last four years, Indonesia's position has declined in all areas tested, namely reading, mathematics, and science. The latest PISA report, for example, reported that Indonesia was ranked 72nd out of 77 countries. For the Southeast Asia region, Indonesia has the lowest score along with the Philippines. The sudden transition to online learning as a result of the Covid-19 pandemic is very likely to have the potential to exacerbate the low quality of learning achievement.

### **3.3 Independent Learning**

Independent Learning is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia launched by the Minister of Education and Culture of the Republic of Indonesia for the Advanced Indonesia Cabinet, Nadiem Anwar Makarim. The essence of freedom of thought, according to Nadiem, must be preceded by teachers before they teach it. on students. Nadiem said, in the competence of teachers at any level, without a translation process of the basic competencies and the existing curriculum, there will never be any learning that takes place.

In the coming year, the teaching system will also change from being nuanced in the classroom to outside the classroom. The atmosphere of learning will be more comfortable, because students can discuss more with the teacher, study with outing classes, and not only listen to the teacher's explanations, but rather shape the character of students who are brave, independent, clever in getting along, civilized, polite, competent, and not only relying on a ranking system which according to several surveys only worries children and parents, because in fact every child has talent and intelligence in their respective fields. Later, students who are ready to work and competent will be formed, as well as virtuous in the community.

The concept of Free Learning in the style of Nadiem Makarim was motivated by his desire to create a happy learning atmosphere without being burdened with achieving certain scores or grades. Nadiem made the policy of independent learning not without reason. The reason is, the 2019 Program for International Student Assessment (PISA) research shows that the results of the assessment of Indonesian students only occupy the sixth position from the bottom; For the fields of mathematics and literacy, Indonesia occupies the 74th position out of 79 countries. In response to this, Nadiem also made a breakthrough in the assessment of minimum abilities, including literacy, numeracy, and character curves. Literacy not only measures the ability to read, but also the ability to analyze the content of the reading and understand the concepts behind it. For numeracy skills, what is assessed is not mathematics, but an assessment of students' ability to apply numerical concepts in real life. The problem is not, but it requires reasoning. One remaining aspect, namely the Character Survey, is not a test, but a search for the extent to which students apply the principles of Pancasila.

### **3.4 Independent Learning Solutions in Achieving Sustainable Development Goals-4 in the Covid 19 Disruption Era**

Currently, various online learning platforms are offered by the Ministry of Education and Culture (Kemdikbud), including Rumah Belajar, MejaKita, Icando, Ruang Guru. Each offers a different curriculum scheme and learning technique. The Ministry of Education and Culture also provides a website for online learning facilities. Because the abilities of teachers vary widely, many online learning processes are carried out in simple ways, such as using text-messaging services such as WhatsApp. Some also use conference-call applications such as Zoom, Google meet. to facilitate face-to-face contact.

For learning evaluation, the Ministry of Education and Culture has officially declared the cancellation of the 2020 National Examination. The conditions determining student graduation are replaced by holding the School Examination (US). US does not physically collect students. If the school is not ready to conduct online US, US can be done in the form of a portfolio of report cards and previous achievements, assignments, and/or other forms of remote assessment. All of that is a disruption in the learning process, because of its sudden nature without a guarantee of adequate readiness, it can have an impact on the quality of learning.

Until now, in the literature study, the impact of changing the learning process from face-to-face to online has not been conclusively concluded. Most of these studies were conducted in developed countries and mostly for the tertiary level. Many studies show that the impact of online learning is not always good, especially if there is a gap in access to infrastructure. The study of Xu and Jaggars (2013), for example, conducted a study at several community colleges and technical colleges in the US, showing a tendency for online learning to reduce the level of persistence and test scores. This is supported by Jaggars and Bailey (2010), who state that there is no concrete evidence that online learning provides superior learning outcomes than in-person learning, especially among low-income students and those who are academically less prepared. Burgess and Sieverson (2020), even stated that in this

pandemic condition, this disruption causes the productivity of parents to be disrupted, which in turn also affects the social life of children. Going to school increases social skills and social awareness, which from an economic point of view can increase a child's skill proficiency. Trial and error conditions and uncertainty in the learning process at home, will be a long-term problem for the affected groups and tend to increase inequality.

In Indonesia, due to the Covid-19 pandemic, the online distance learning system was implemented massively and very suddenly. Of course, this was done without the preparation of adequate infrastructure, resources, and capacity, especially in ensuring that all students, without exception, had equal access. That's the biggest challenge. The SDG-4 Monitoring Study (Kemendikbud-UNICEF-SDGs Center Unpad) reports that there is a serious gap in access to education between rich and poor. Over the past 15 years, on average, the proportion of children from the poorest 25% of families with a minimum reading ability, for example, was only half of the proportion of children from the richest 25% (Figure 1). In 2018, only 18% of children from the poorest 25% of families had a minimum reading ability. Much smaller than the 48% in the richest 25% of families. The same goes for math skills. In 2018, only 18% of children from the poorest 25% of families had minimum math skills. Compared to 48% in the richest 25% of families (Figure 2).

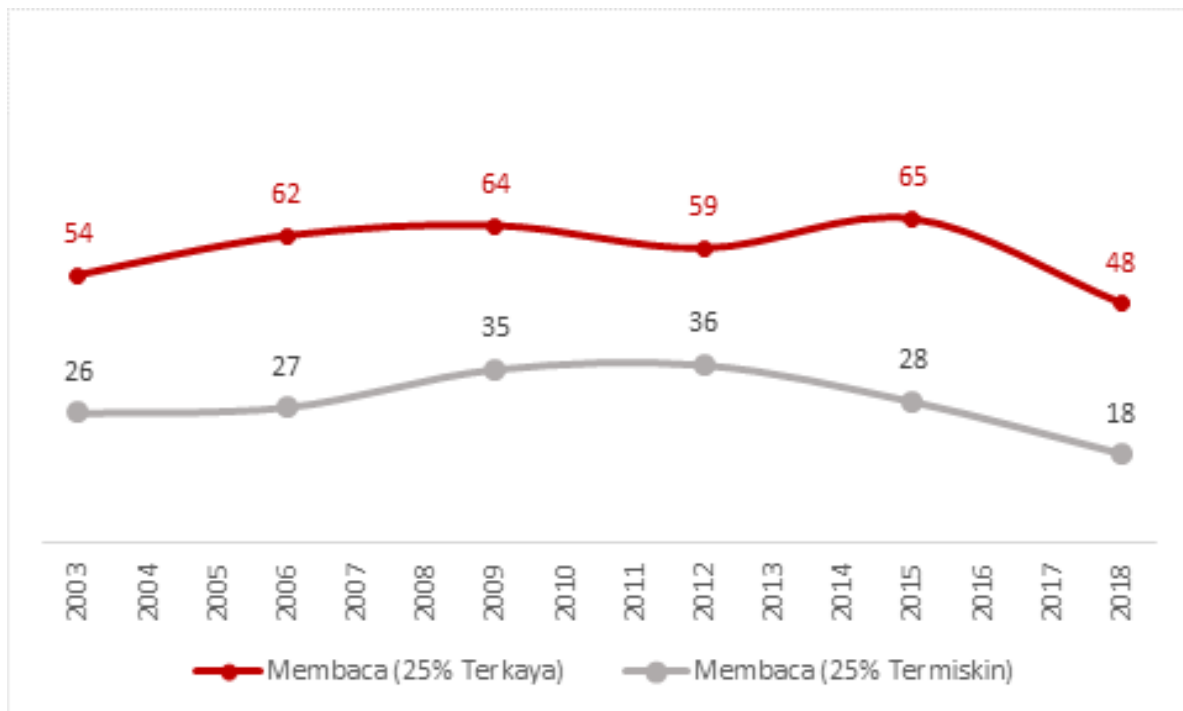


Figure 1 – Proportion of 15 year olds who achieve minimum reading proficiency by household economic status

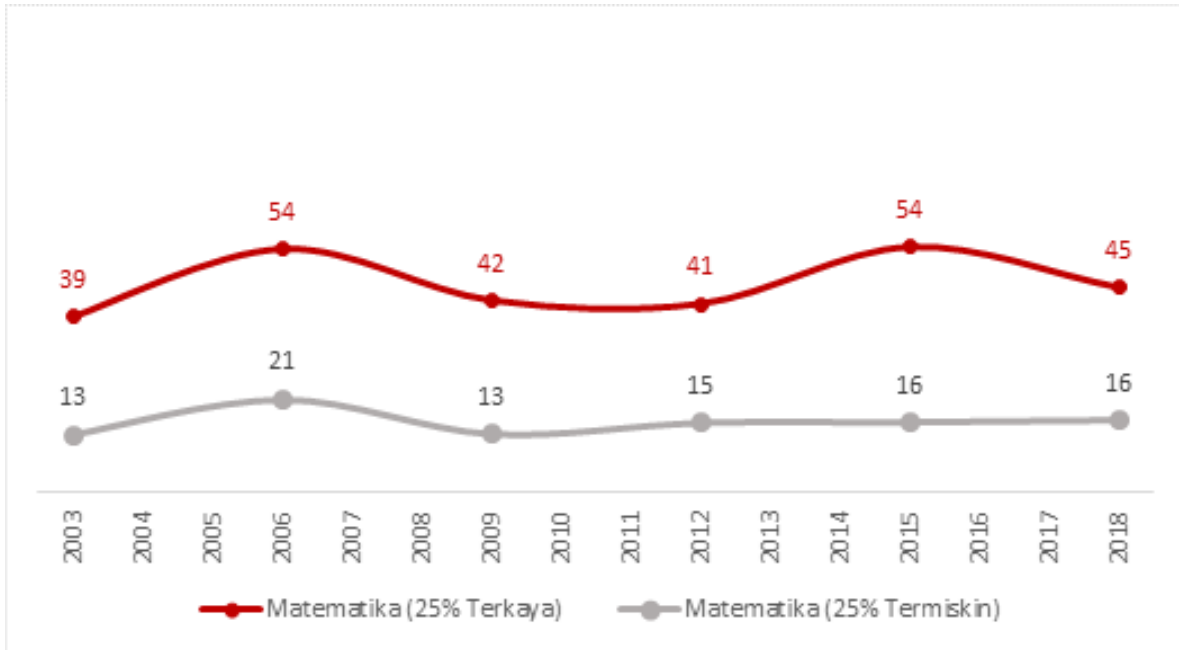


Figure 2 – Proportion of 15 year olds achieving minimum proficiency in mathematics by household economic status

On the other hand, there is also a gap in access to internet connection, which is important in online learning. Susenas data (March, 2019) shows that the gap in internet access among students is quite large and has the potential to have a serious impact on the gap in the quality of education, especially if online learning will last long enough. There are two types of internet access gaps that can have a negative impact on the effectiveness of online learning as a result of the Covid-19 pandemic. The first is the gap between regions and the second is the gap between economic groups. The quality of the internet depends on the inequality of internet infrastructure, which is geographically unequal. Figure 3 shows the distribution of the intensity of internet use among students and college students. It appears that the intensity distribution is very uneven. Even on the island of Java, there are quite large inter-regional disparities.

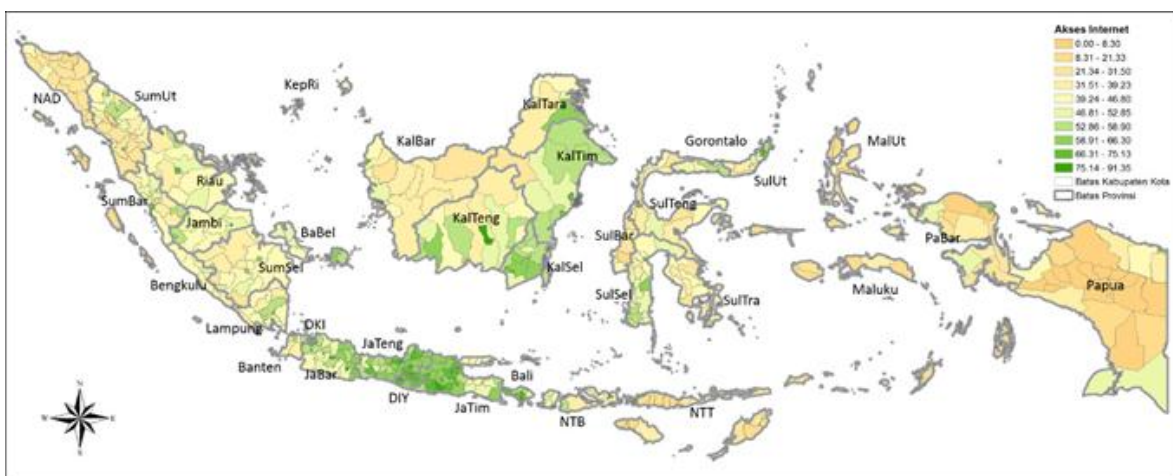


Figure 3 – Intensity of Internet use among students (%)



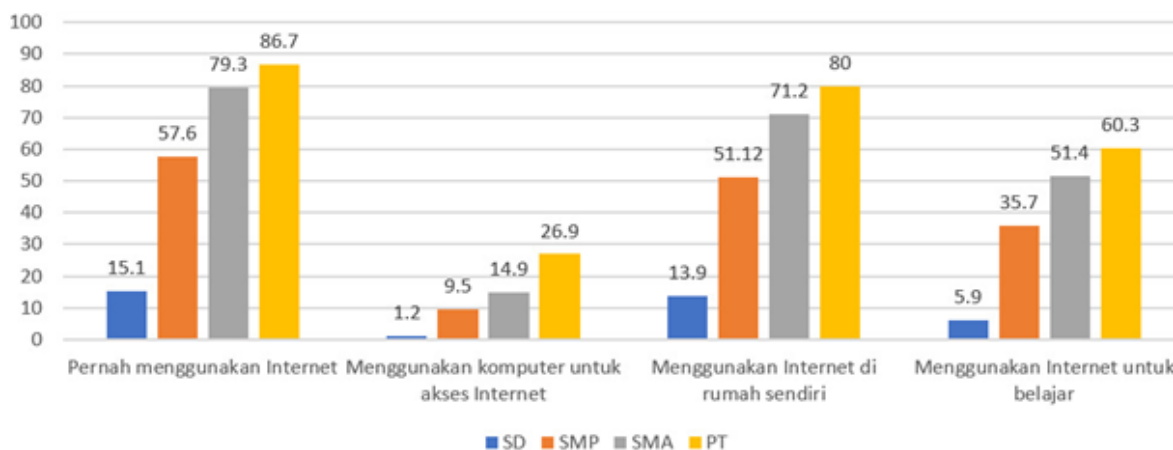


Figure 4 – Internet use of schoolchildren in the poorest 20% (%)

Internet use among students from lower social groups is also very low. Elementary school students from the poorest 20% group, for example, only 1.2% have ever used a computer to access the internet; only 5.9% have used the internet to help the learning process; and only 13.9% have ever used the internet at home (Figure 4). If only 13.9% of elementary school students in this "poor" group used to use the internet at home, what would happen to the other 87.1% of students when they were forced to study from home as a result of the Covid-19 pandemic.

To solve the above problems, the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim established four main education policy programs "Freedom of Learning". The program includes changes to the National Standard School Examination, National Examination, Learning Implementation Plan. Zoning Regulations for Admission of New Students. The four main programs of education policy will be the direction of future learning that focuses on the direction of the president and vice president in improving the quality of human resources. The implementation of USBN in 2020 will be implemented with exams held only by schools. The exam is conducted to assess student competence which can be done in the form of a written test or other more comprehensive forms of assessment, such as portfolios and assignments (group assignments, written Through the above, teachers and schools are more independent in assessing student learning outcomes. The USBN budget itself can be diverted to develop the capacity of teachers and schools, in order to improve the quality of learning. The implementation of the UN in 2021, will be changed to a Minimum Competency Assessment and Character Survey, which consists of the ability to reason using language (literacy), the ability to reason using mathematics (numbering), and strengthening character education. The examination will be carried out by students who are in the middle of the school level (eg grades 4, 8, 11), so as to encourage teachers and schools to improve the quality of learningorks, and so on).

The results of this exam are not used as a basis for student selection to the next level. This policy direction also refers to good practices at the international level such as PISA and TIMSS. As for the preparation of the Learning Implementation Plan. In the new policy, teachers are free to choose, create, use, and develop the Learning Implementation Plan format. The three core components of lesson plans consist of learning objectives, learning

activities, and assessments. Learning Implementation Plan writing is done efficiently and effectively so that teachers have more time to prepare and evaluate the learning process itself.

In accepting new students, the Ministry of Education and Culture continues to use the zoning system with more flexible policies to accommodate inequality in access and quality in various regions. 5 percent. Meanwhile, the achievement path is increased to another 30 percent according to regional conditions. The regions have the authority to determine the final proportion and determine the zoning area. The Minister of Education and Culture hopes that the regional and central governments can move together in equalizing access and quality of education.

In addition, in dealing with problems related to online learning during the Covid 19 pandemic and also achieving the SDG-4 target, the following things can be room for improvement. First, the need to collect information involving schools regarding the impact of the Covid-19 pandemic in the last 3 months, both from the side of students, teachers, and parents. This information collection can use the dapodik system that has been used so far. Second, the need to create learning strategies that are adaptive to pandemic conditions by making curriculum changes that are more friendly to students and teachers, as well as accommodating face-to-face limitations. Curriculum changes can be in the form of simplification of subjects, simplification of topics in subjects and adjustment of basic competency targets that must be achieved by students. Third, there is a need for programs or activities to increase teacher capacity to design distance learning methods, as well as increase teacher capacity in the use of various distance learning tools and media. This can be done by providing various remote training to teachers during the school holidays. Fourth, there is a need for a communication system between teachers and parents to help students learn at home.

This communication system should also allow a consultation process between parents and teachers outside of student study time. Guidance and counseling teachers can play a role in this communication process. Fifth, the need to expand the use of BOS funds to help purchase credit and internet packages as well as borrowing communication devices for children from poor families. Finally, there is a need for thinking about rolling out a visiting teacher program for students who live in areas with limited internet networks or students with special needs. Through this program, teachers can make visits to student residences or teach small groups of students. To support this program, the Ministry of Education and Culture together with the Education Office in the local government needs to make SOPs that can ensure the safety of the learning process.

#### **4. CONCLUSION**

From the various discussions above, it can be concluded that the disruption of the learning process in Indonesia as a result of the response to the Covid-19 pandemic has the potential to disrupt the agenda for achieving SDG-4 (quality education for all). These disturbances occur in two aspects: First, the reduction in the overall quality of learning, due to a sudden disruption in the learning process without adequate infrastructure and resource prerequisites. Second, the increasing inequality in educational attainment due to this disruption will be felt more severely by the poor or in remote areas. These two aspects,

equality of access and quality of achievement are the most urgent homework for Indonesia's SDG-4 achievement. To resolve the disturbances in these two aspects, the Ministry of Education and Culture launched the Merdeka Learning program which gives freedom and autonomy to educational institutions, and is free from bureaucratization, transforming the education system to make Indonesian education more adaptive.

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