

THE ROLE OF EDUCATION FOR HUMAN RESOURCES LEADING TO DECENT WORK AND ECONOMIC GROWTH GOALS IN ACHIEVING THE SDGs

Novi Darmayanti¹⁾ and Sofiyatur Rohmah²⁾

^{1), 2)} Universitas Islam Darul' Ulum, Indonesia
novidarmayanti@unisda.ac.id

ABSTRACT

SDGs consist of 17 Goals and 169 targets in order to continue the efforts and achievements of the Millennium Development Goals (MDGs) which ended in 2015. Goal 8 of SDGs is Decent Work and Economic Growth. Decent work is essential for human well-being. Decent work is work that involves productive work, provides a fair income, ensures workplace security, social protection, and better prospects for personal development and integrity. To be able to create decent work, one of which can be created through education. Economic growth is one measure to determine the success of a country. Influenced by three factors, namely population growth, technological progress, and capital accumulation. These three factors also require human resources to be used as driving factors, beneficiaries, and long-term investments. Quality human resources are needed, with this method being carried out by instilling character education starting from early childhood. The reason is because education is continuous, which means it is a long-term investment. Good education will create quality human resources in the future to get decent jobs and achieve good economic growth.

Keywords: SDGs, Decent Work, Education, Economy.

1. INTRODUCTION

Sustainable Development Goals (SDGs), the 2030 agenda for sustainable development is a new development agreement that encourages shifting changes towards sustainable development based on human rights and equality to encourage social, economic and environmental development. The Millennium Development Goals (MDGs) are a millennium declaration resulting from an agreement by heads of state and representatives from 189 countries in the form of eight goals to be achieved by 2015. Since its agreement in September 2000, the MDGs have become a development paradigm for almost all countries in the world. Although the goals and targets of the MDGs are not legally binding, many countries continue to monitor their achievements through several achievement indicators in their respective countries. This shows the commitment of the global community to the implementation of the MDGs. In Indonesia, the implementation of the MDGs has provided positive changes. Although there are still several MDG targets that still require hard work to achieve, many targets have shown significant progress and have even been achieved. Indonesia has succeeded in reducing the proportion of the population with income of less than US\$ 1.00 (PPP) per capita per day from 20.60 percent in 1990 to 5.90 percent in 2008. The government has also succeeded in reducing gender inequality at the higher education level. This can be seen from the significant decrease in the ratio of female to male APM indicators for SMA/MA/Package C from 93.67 percent in 1993 to 101.40 percent in 2011. In addition, the incidence of tuberculosis in Indonesia has succeeded in achieving the MDGs target, namely from 343 in 1990 to 189 cases per 100,000 population in 2011 (Bappenas, 2012).

After seeing the big changes due to the implementation of MDGs, countries have thought about and designed a new development agenda that must be prepared to replace and continue the MDGs. Many parties argue that a development agenda that establishes sustainability and equality should be prioritized to become the next development agenda. A development agenda that seeks to meet current needs without reducing the ability of future generations to meet their needs. SDGs are the most frequently discussed thing to be the next development agenda. The term SDGs was proposed to become the first global development agenda proposed by the governments of Colombia, Peru, Guatemala and the United Arab Emirates before the Rio+20 conference in 2012. SDGs are expected to be a development agenda that will complete what has been set by the MDGs and a development agenda that is able to face old and new challenges that are increasing, at least the problem of climate change. SDGs are also expected to be a transformation agenda that will reshape global development that is beneficial for future generations (Sutopo et al., 2014).

SDGs consist of 17 Goals and 169 targets in order to continue the efforts and achievements of the Millennium Development Goals (MDGs) which ended in 2015. Goal 8 of SDGs is Decent Work and Economic Growth. Indonesia is one of the countries with a very large population. Based on data from the Directorate General of Dukcapil, Ministry of Home Affairs, in the first semester the population in Indonesia reached 282,477,584 people. On the one hand, the population can be actors or resources for production factors, while on the other hand they can be consumers for products that have been produced. Population conditions are very useful in calculating how much labor will be absorbed and certain qualifications are needed. The existence of a large population can have an impact on the implementation of decent work. The large population in Indonesia is not comparable to the available job opportunities. Decent work is one of the main aspects in eradicating poverty in sustainable development. Based on the 1945 Constitution Article 27 paragraph 2: Every citizen has the right to work and a decent living for humanity. But in reality what happens in people's lives does not match its contents. In Indonesia, for many people getting decent work is still quite difficult. So to maintain their lives and try to meet their needs, many work not in accordance with existing standards and what is meant by decent work itself. The problems include exploitation of labor, wages received are not in accordance with the workload, working hours that exceed the time limit, and the absence of health protection. Decent work is work that involves productive work, provides a fair income, ensures workplace security, social protection, and better prospects for personal development and integrity. According to the ILO, decent work is essential for human well-being. In addition to earning income, decent work can also pave the way for broader economic and social improvements, which in turn can strengthen individuals, families, and communities.(Alfino Nialda et al., nd). To be able to create decent jobs, one of which can be created through education. Education is a continuous process. Each level is carried out sequentially, meaning it cannot be reversed or skipped in its placement. The difference in the depth of the material given at each level will have an impact on the quality of graduation in terms of knowledge, ability, and personality attitude.

Labor absorption is also influenced by a person's level of education. A high level of education will increase the probability of getting a decent job. Every time labor absorption occurs, it is influenced by the level of education of human resources. Adequate levels of education and human resources are needed to answer challenges, especially in this decent work. Education is the path to progress and achievement of social and economic welfare. Through education, high quality and qualified human resources can be formed which can later drive the wheels of the economy. The education process is a human effort to build humans themselves to improve the quality of human life as a whole, without being limited by space and

time. Education is intended to improve human dignity so that they have skills and abilities so that they can increase their productivity.

Economic growth is one measure to determine the success of a country. Influenced by three factors, namely population growth, technological progress, and capital accumulation. These three factors also require human resources to be used as driving factors, beneficiaries, and long-term investments. Human resources are the most important factor in the development process, the speed of the development process depends on the extent to which human resources as the subject of development have adequate competence to carry out the development process by building infrastructure in the regions. This means that the higher the education, the better the quality of human life will be. In relation to the national economy, the higher the quality of life of a nation, the higher the level of growth and welfare of the nation. The higher the level of education of the workforce, the higher its productivity will be and thus the higher the economic growth of a country.

2. MATERIALS AND METHODS

Economic growth and economic development are interrelated and complementary. Growth is related to the process of increasing the production of goods and services in the economic activities of society. It can be interpreted that growth concerns single-dimensional development and is measured by increasing production results and income. Meanwhile, development has one main characteristic, namely increasing production. One important thing in development is the increasing opportunities for productive employment. Economic development requires the active participation of all members of society who are able to play a role and participate in the economic process into productive activities. Productive economic activities have various positive impacts including increasing real income for the majority of the population. The addition of income will increase the purchasing power of the population's consumption which can reduce the inequality of income distribution among various groups in society. The theory of neo-classical economic growth states that economic growth depends on the development of production factors, namely: capital, labor, and technology (Sukirno, 2001:456). The larger the workforce, which means a high population growth rate, the greater the national income and the higher the economic growth (Todaro, 2006:118). One important indicator of economic growth is the level of education. Education is one of the capitals needed to implement sustainable development. With quality human resource capital, economic performance is believed to be better.

Ki Hajar Dewantara once said "With knowledge we head towards glory" Therefore, education has an important role in creating quality human resources. Investment in education needs to be done. In the long term to be able to know the results. The results are not in the form of direct benefits but rather benefits for the individual who receives the education itself. Along with the development of human civilization, in the demands of modernization and globalization, quality education is an increasingly important need in order to survive in increasingly tight competition. The need for the importance of quality education has been aligned with other primary needs. Without quality education, it will remain behind. Education is expected to produce quality or qualified human resources. If not, this sector will contribute to the occurrence of a lot of unemployment. So education must be instilled early on to all

Because children who are still young cannot learn by themselves, the role of adults is needed to shape their character, be it their parents or teachers. Early childhood has a spontaneous attitude, both in doing activities and when interacting with others. Children cannot distinguish whether the behavior shown is acceptable to others or not, if adults do not convey or tell children directly about the behaviors expected by society, provide examples to children about good attitudes, and

accustom children to behave well in everyday life wherever the child is. Early age is a phase of life where individuals experience significant improvements in their development. Early childhood education is an important future investment to shape the future of children which will later affect the next level of education and can have a significant impact on the quality of human resources and economic growth in the future. Early childhood development includes various aspects of development, namely: religious and moral values, social emotional, cognitive, language, physical motor skills, and art. Stepping to the next level, elementary school education, junior high school, and high school. In the education that has been taken by someone, good education will produce graduates who have the knowledge, skills, and behavior needed for their future. With the large population in Indonesia in order to create quality human resources, it can be balanced with education that starts from an early age. Activities that focus on development can be done to instill education to provide a foundation for children, namely by:

1. Character building:
 - a. Religious Aspect
 - b. Morality Aspect
2. basic education
 - a. Calculating
 - b. Foreign language
3. Social and Emotional Development
4. Economics Learning

3. RESULTS AND DISCUSSION

The instillation of character education, basic education, and social development is applied to children starting from an early age with the hope that it can become a foundation for their future which is included in long-term investment.

a. Religious and moral aspects

Religion can be an inexhaustible source in building character education formulations, concepts, ideas, and teaching materials. The position of religion in character education, in addition to being a foundation, is also a contributor to the formulation of benchmarks for the intended good character boundaries. Religious is an attitude or behavior that is obedient in carrying out the teachings of the religion that is believed, tolerant of other religions whose way of worship is different from their way of worship, living in harmony, helping each other and reminding each other with adherents of other religions. The activities in question are teaching learning of faith and morals, getting used to praying before and after doing activities, fostering worship, and applying religious values to everyday life. From religious learning, children will learn how to have a religious attitude with noble morals that are applied in their daily activities. With a moral development approach, character education is focused on education that is oriented towards the birth of an action or behavior that is in accordance with moral rules that are determined by a dialectical awareness between moral feeling, moral knowing and moral action (Lickona, 1991: 53). Ki Hajar Dewantara said "With morals, every human being stands as a free human being (with personality), who can govern or control himself. This is a civilized human being and that is the purpose and goal of education in general." Activities that can be meant in morality are training in decision making that must prioritize the common interest.

b. Reading, Writing and Arithmetic

Reading, writing, and arithmetic are the basic stages for recognizing numbers and letters. Reading, writing, and arithmetic can facilitate communication in the form of written language and numbers. Reading,

writing, and arithmetic are the main capital that children must have in the learning process to continue to a higher level of education. Reading and writing enable children to absorb and convey all the information they receive. Meanwhile, counting enables children to be more able to develop aspects of logical thinking, especially maximizing the function of the left hemisphere of their brain. Given the importance of reading, writing, and arithmetic, the learning process does not always have to be left to teachers at school. The role of parents or tutors at home is very much needed for its success.

c. Foreign language

Understanding foreign languages is very useful for the future. If children are taught foreign languages from an early age from the basics, then when they are adults they will not be surprised by the pronunciation, pronunciation, and understanding of foreign languages. Learning a foreign language can also train children's brains to work harder in terms of memory, critical thinking skills, broadening horizons, and can increase self-confidence. In addition, learning a foreign language, English, will later play a very important role for work, because in this era of globalization, foreign language skills are one of the requirements for competing in the world of work later.

d. Soft Skills (Communication, Teamwork, Tolerance, Discipline, and Self-Confidence)

Soft skills are now an essential factor for successful learning and development in all areas of life. The development of soft skills occurs in a fairly long process, this allows that soft skills must and can be instilled from an early age. These efforts need to be made with the aim that early childhood has a high-quality character that is needed later when they are adults or in the world of work. Soft skills are often referred to as people skills or emotional intelligence, referring to the ability to interact comfortably with others. Soft skills are competencies that are inherent in a person and are a habit, Soft skills are also referred to as characteristics or attributes that greatly influence the relationship between an individual's personal and professional and work related to job prospects. Soft skills can include or relate to things like leadership, emotional, management skills, communication, negotiation, collaboration, self-motivation, decision-making, problem solving and so on. Learning soft skills is a lifelong process, and by starting as early as possible, adults will help prepare children for success, not only in their academic lives but also in the workplace.

e. Economics Learning

The process of economic education emphasizes understanding the value of money and attitudes and behaviors to manage and utilize money in accordance with rational economic principles. This will later make it easier for them to understand how the economy works and how economic decisions taken can affect everyday life. They can learn how economic activities affect life and how they will contribute to the economy through learning and working in the future. Thus, they as the next generation of the nation will be able to behave rationally and responsibly in carrying out their economic activities.

Therefore, character education is very important if instilled early on, so that it can have a lasting influence on behavior. Character education is the first step in forming a personality character to become a useful person for himself and his surroundings. By obtaining good education, a person can grow into a better person and be successful in getting a decent job to build economic growth in a nation. The

relationship between economic growth and human development is a strong two-way relationship. Economic growth provides resources that allow for sustainable development in human development. Meanwhile, development in the quality of human capital is an important contributor to economic growth. So, it is time for education to be considered a long-term investment whose contribution can be felt later.

4. CONCLUSION

Decent work can lead to better economic growth. With the large population of Indonesia, there are also many school graduates. To be able to compete in this era of globalization, skills or abilities are needed to get decent work. This is obtained through educational investment which is long-term, because education is a continuous process. By instilling education in children starting at an early age, it is hoped that later they can compete to achieve a better future to get decent work and can lead to good economic growth.

REFERENCE

- Alfino Nialda, R., Kaawoan, JE, & Sampe, S. (nd). The Role of the Manpower Office in Realizing the Sustainable Development Goals (SDGS) Decent Work in North Minahasa Regency. *JOURNAL OF GOVERNANCE*, 2(1), 2022.
- Chalid, P. (nd). Module 1 Growth Theory.
- Hidayat, T., Qudsiyah, K., PGRI Pacitan, S., Cut Nya, J., No, D., & Pacitan, P. (2016). LEARNING TO KNOW WHAT TO DO IN KRAJAN HALL, KLESEM VILLAGE. *Journal of Social Empowerment*, 01, 1.
- Innovation, J., Education, T., Fikrina, N., & Lia, A. (2022). Strengthening Children's Soft Skills Through Character Education in Early Childhood (Case Study at RA Wathoniyah Kendal). *Journal of Innovation and Educational Technology JURINOTEP*, 1(2), 121–240. <https://doi.org/10.46306/jurinotep.v1i2>
- Khaironi, M., & Ramdhani, S. (2017). EARLY CHILDHOOD CHARACTER EDUCATION.
- Maemonah. (nd). ASPECTS OF CHARACTER EDUCATION.
- Muhamad, N. (2024). There are 282.4 Million Indonesian Population in Semester I 2024, Half of Them in Java. <https://databoks.katadata.co.id/demografi/statistik/66b43fdecaeac/ada-2824-juta-penduduk-indonesia-semester-i-2024-separuhnya-di-jawa>
- The Influence of Population, Education and Wage Levels on Labor Absorption in Manado City*. (nd).
- The Influence of the Number of Workers, Workers' Education Level and Education Expenditure on Economic Growth*. (nd).
- Economic growth*. (2024). Wikipedia. https://id.wikipedia.org/wiki/Perbangun_Ekonomi
- Eligible job profile : Indonesia*. (2011). ILO.
- Rachmadiyah, P. (2017). STRENGTHENING CHARACTER EDUCATION FOR ELEMENTARY SCHOOL STUDENTS THROUGH LOCAL WISDOM.
- Rahmatullah, R. (2018). NATIONAL IDENTITY ECONOMIC LEARNING. *JEKPEND: Journal of Economics and Education*, 1(1), 10. <https://doi.org/10.26858/jekpend.v1i1.5055>
- Safitri, AO, Yuniati, VD, & Rostika, D. (2022). Efforts to Improve Quality Education in Indonesia: Analysis of Sustainable Development Goals (SDGs) Achievement. *Basicedu Journal*, 6(4), 7096–7106. <https://doi.org/10.31004/basicedu.v6i4.3296>
- Saripudin, D. (nd). EDUCATIONAL DEVELOPMENT AND INDONESIAN ECONOMIC GROWTH*. <http://www.theindonesianinstitute.org/janeducfile.htm>
- Sustainable Development Goals*. (nd). Retrieved November 26, 2024, from <https://localisesdgs-indonesia.org/17-sdgs>

- Sutopo, A., Arthati, DF, & Rahmi, UA (2014). Study of Sustainable Development Goals (SDGs) Indicators CENTRAL STATISTICS AGENCY MENCERDASKANBATASADAT A CROSS-SECTORAL INDICATOR STUDY Study of Sustainable Development Goals (SDGs) Indicators.
- Syahputra, R., Kunci, K., Tukar, N., Pajak, P., & Ekonomi, P. (nd). Analysis of Factors Affecting Economic Growth in Indonesia (Vol. 1, Issue 2).
- Widiansyah, A., Bhayangkara, U., Raya, J., Perjuangan, JR, Utara, B., & Barat, J. (2017). The Role of Economics in Education and Education in Economic Development. XVII(2).