Role of students in sustainable achievement 17 Development goals to prepare Golden generation in 2045

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Abstract

The role of students is very important in preparing the 2045 Golden Generation which provides solutions to global problems. The purpose of this study is to prepare students to achieve the 17 Sustainable Development Goals (SDG) through learning that focuses on differentiation with the United Nation's Compassionate Model (WAMUN) activities, and the FIDS portfolio project. UNESCO says Education for Sustainable Development refers to a process that uses education to provide people with the necessary skills to become leaders and engage in processes of change toward sustainability. This qualitative descriptive research was conducted by collecting data from the My World module project learning at Peacesantren Welas Asih and conducting interviews with students and teachers to find out how students play an active role when building the world's future. The active role of students in every activity held can facilitate students to learn and understand SDG, as well as create innovative and inclusive solutions to solve environmental and social problems in the world through discussions, simulations, and real projects. Students can improve communication skills, collaboration, creativity, and critical thinking. The conclusions from this study indicate that by understanding the important role of students in differentiation learning to achieve the SDG, namely by helping students understand and provide solutions to overcome global problems.

Keywords

Learning student project; Design for Change

A.   Introduction

The year 2045 is a historic moment because Indonesia will turn 100 years old or a century old. This is one of the reasons for the emergence of ideas, discourses, and ideas of the 2045 Golden Generation. The Golden Generation has a great opportunity to lead the future and ensure prosperity for the country. According to Triyono (2018) Indonesia in 2045 will for the first time be in a condition called the demographic window because the population of productive aged 15-64 years exceeds the number of non-productive age population (aged 0-14 years), and 65 years and over). The Golden Generation has the capacity to improve infrastructure, strengthen the economy, and ensure prosperity for future generations. So it can be said that the Golden Generation has great potential to lead the future and ensure prosperity for the country. The Coordinating Minister for Human Development and Culture, Muhadjir Effendy (Syarifah: 2023) said, as future successors to the nation, youth must have 5 (five) important life skills to achieve the 2045 Golden Indonesia generation. These five life skills are formulated in 5C, namely, critical thinking, creativity and innovation, communication skills, collaboration and confidence.

The Sustainable Development Goals (SDG) are 17 sustainable development goals set by the United Nations (UN) in 2015 (United Nations, 2023). The SDG were created to address world issues such as climate change, economic injustice, educational inequality, ensure sustainable development, and ensure prosperity for all. On the sdgessentials.org page (2023), states that We live in an increasingly complex world. While recent decades have seen us achieve unprecedented economic growth and make real progress on a number of key development issues, these successes have masked major fault lines in our current development model. These faults are giving rise to a swelling list of environmental and social burdens; burdens that pose increasing threats to our way of life and are turning the world into a much less viable place.

The world of education is currently faced with quite complex educational problems, starting from learning loss during the Covid-19 pandemic and students who are lazy to study in class because they feel boring that learning is monotonous and uninteresting. Even though students are the next generation and have an important role in achieving the SDGs and the 2045 golden generation. According to UNESCO (Valencia: 2018) Education for Sustainable Development is a process that uses education to provide people with the skills necessary to become leaders and engage in processes of change toward sustainability. UNESCO (2020) with Education will encourage the integration of sustainable development and SDG into education and learning, and ensure the integration of education and learning into all activities that promote sustainable development and SDG.

Education plays an important role in welcoming the 2045 Golden Generation to prepare Indonesian people with superior character who are able to think

rationally, critically, actively, and innovatively, with a national perspective and an entrepreneurial mindset. Armaluddin (2021) said that the success of teaching and improving the quality of education is largely determined by the condition of the teacher, therefore it is necessary to pay attention to the teacher's priority. The demands of the times for the availability of ideal and professional teachers are mandatory. According to Rostini (2019), teachers are specifically required to provide professional services to students so that learning objectives are achieved. Teachers who are said to be professional are people who have special abilities and expertise in the field of teacher training so that they are able to carry out their duties and functions as teachers with maximum abilities. As for what teachers can do in improving their professionalism, as follows.

1.   Teachers must be more technologically savvy than students. For this reason, teachers must be able and fluent to operate a variety of technologies, such as media to support the learning process in the classroom. Teachers are also required to be able to activate communication applications via Instagram, Facebook, and Youtube as well as other social media.

2.   Teachers must be creative, innovative and inspiring, especially in delivering learning material. The teacher must be able to improvise in using learning methods so that it is more interesting and does not seem boring. The teacher must be able to create fun learning by inviting discussions regarding the material to stimulate student creativity and activity.

3.   Teachers don't stop learning. Never stop learning! Even though you have become a teacher, don't ever think that you already know everything. Along with the development of the times, new sciences also experienced development. Teachers should not be lazy to learn so as not to experience the latest information. We are always required to be ideal and professional teachers. So the teacher's motto is "Lifelong Learning".

4.   Teachers must be able to be a good role models for students. There is a saying; the teacher was looked up to and imitated. Teachers must have certain personal quality standards that include honesty, responsibility, authority, independence, discipline and always applying religious values to students. Basically, besides teaching and transferring knowledge, the teacher's job is to instill good character values in students. The teacher must have enthusiasm and sincerity in carrying out his noble task.

5.   Teachers must be able to understand the souls of students. A teacher must be faced with students from different backgrounds. Of course, there are some problems encountered. Teachers must understand the nature of the human soul, its shortcomings, and how to deal with them. Teachers are like doctors. To be able to treat patients, doctors must understand the type of disease and how to treat it. Likewise teachers in treating students' souls. Forming good morals requires educators who understand the basic nature of the human soul, its weaknesses and how to treat them. In essence, the teacher plays a role in forming good morals for their students.

6.   Teachers must be able to build a mindset in our students, that "The

main orientation is not the final result, but the process to get the final result." This ingrained mindset makes humans tough and not easily discouraged in the face of failure and not arrogant when they meet success. Teachers must be able to appreciate any results that students get. We provide positive feedback for them so that it further strengthens them in the learning process.

The Indonesian nation needs teachers who are not only smart and intelligent but also with character, so they can be role models for their students. Teachers have a big responsibility in preparing quality and character human resources so that they are ready to compete and be able to face the demands of the times. To become an ideal and professional teacher, a person can build and direct himself to become a person who is aware of his profession and has great responsibility.

Ogunkunle and Henrietta (2014) said that differentiation learning is learning based on various instructions and adapted according to individual differences in the class. In the same journal, Thereox compiled 4 differentiated learning, namely content (preparation), process (various activities and strategies to increase understanding), products (various learning assessment complexities), and manipulation of learning or activities that accommodate learning styles. Thus, differences in students' abilities, interests, and experiences are absorbed, used, developed, and presented as an everyday learning concept. This research presents differentiation learning in completing motorcycle taxi modules with the Welas Asih Model United Nations (WAMUN) activities and the Feel, Imagine, Do, and Share (FIDS) portfolio projects. Both are used in order to present a classroom atmosphere that can accommodate student differences so that students become active in the process, of making products in projects.

This research, it will discuss the role of students in supporting the achievement of the 17 SDG and the application of differentiation learning which can help students understand their role in building a better future and preparing the golden generation for 2045. The purpose of this research is to increase students' awareness of the importance of playing an active role in realizing the vision of Sustainable Development and preparing the golden generation for 2045.

B.   Research Methods

1.   Research methods

The approach in this research is a qualitative descriptive approach in the form of collecting written or oral data from data sources and observable behavior to obtain a clear picture of the implementation of the Duniaku project learning at Peacesantren Welas Asih. The description of the research results obtained can be in the form of descriptions or explanations in the form of narratives about various opinions from informants objectively regarding the implementation of the Duniaku project module with the theme "What is Your Role in Achieving the 17 SDGs in 2030?" to prepare for the Golden Generation in 2045.

2.　　Data collection technique

For the data collection process to be in accordance with the research objectives, the techniques to be used in this study are as follows.

a.　　Interview

According to interviews are used when you want to know things from respondents in more depth and the number of respondents is small. (Sugiyono, 2014) In this research, several parties will be interviewed, namely school principals, class team teachers, and students regarding the implementation of the My World project module with the theme "What is your role in achieving the 17 SDG in 2030?".

b.　　Observation

Observations were made to observe directly human behavior, work processes, and natural constraints and phenomena that occurred during the implementation of the My World project module which was carried out by research subjects who were the focus of the research.

c. Documentation Study

Documentation studies were carried out on curriculum programs, learning process standards, and evaluations carried out by the school principal and class team teachers.

3.　　Location and Research Subjects

a.　　Research Location, This research was conducted at the Peacesantren Welas Asih, Garut.

b.　　Research Subjects, the research subjects were school principals, class team teachers, and 8th-grade junior high school students at Peacesantren Welas Asih.

4.　　Data Collection Procedures

The entire research was carried out through systematic, interrelated, and continuous stages. The stages of the research in question are:

a.　　Preparation phase

Before the research is carried out there are several important activities that must be carried out so that the research process runs smoothly and is recognized for its legitimacy, the activities are conducting surveys, determining problem topics, making research proposals, applying for permits, and compiling research instruments.

b.   The implementation phase, with the following arrangement of data collection, conducting interviews, carrying out observations, and studying documentation.

C.   Results and discussion

1.   Research result

Peacesantren Welas Asih uses a project module in its daily learning which consists of 10 themes that have been used for 3 years at the junior high school level. One of the themes related to this research is the theme of the eighth module, My World, with the title "What is your role in achieving the 17 SDGs by 2030?". In each module, a deepening process of the project is structured using the Design for Change (Feel-Imagine-Do-Share / FIDS) scheme which is based on the principles of design thinking tailored to students.

Picture of Fostering Innovative and Inclusive Design (FIDS) Project Framework

On the dfcworld.com page (2023) it is explained that with the FIDS method students are encouraged to "Feel" (observe and identify any situation that bothers them), "Imagine" (brainstorm ways to make it better), " Do " (work in a team to implement their solution) and lastly, " Share " (their changing solution with the world) to inspire others to say, "I Can!". So at the end of the project, students can present a work that can be exhibited and presented to a wide audience. The framework is as follows.

The teacher's stages in carrying out the module learning process based on the POAC management technique from Terry (2014), are as follows.
Explanation of the My World Module Learning Activities
with the POAC stage

Stages	Activity
Planning	The class team teachers held a module initiation meeting a few weeks before the My World module was to start. The meeting discussed the goals of this project, FIDS materials, class schedules, outing class organization, and sharing day.

Organizing	From the results of the meeting, the following results were obtained.
	Learning objectives
	• Deepen the 12 basic values of Peace from Peace Generation
	• Made a list of preferred universities on 5 continents
	• Doing public speaking in English
	• Make friends abroad
	• Make a conciliation letter
	• Learn to fill out passport forms
	FIDS materials focus on solutions to resolve conflicts that occur in the world with a focus on SDG. The material is as follows.
	Feel, get to know the situation and condition of world peace
	1) Observing peace issues in the world (Literacy)
	2) Analyzing the 12 basic values of Peace within yourself (Literacy)
	3) Get to know various foreign countries (Social)
	4) Understanding the Graph of Population Distribution (numeration)
	5) Socio-Cultural Change and Globalization (Social)
	6) Indonesia's Role in World Peace (Social)
	7) Analyzing Documents on Human Fraternity (Social & Literacy)
	Imagine, Imagine living in harmony worldwide
	1) Exploring the Meaning of Asmaul husna (Islamic Religion)
	2) Interpreting the Hadist of the Prophet (Islam)
	3) Become a Tajweed Detective (Islam)
	4) The Wheel That Changed Human Civilization (Numeration)
	5) Searching for Magic Words as an Agent of Peace (Islam)
	6) Explore Inspiration From the Prophet (Islam)
	7) Narcotics Free Certificate (Science)
	Do, action to prepare yourself as an Agent of Peace
	1) Amazing Peacemaker (English)
	2) Write a world peace letter (Arabic English Sundanese)
	3) Certificate of Peace (Art)
	4) Creating SDG illustrations (Art)
	5) Sport as a Unifier of the Nation (Sport)
	6) Preventing Global Warming (Science and Sport)
	Share, providing solutions based on SDGs
	1) Compassion Passport For The World
	2) Profile List of 5 Universities of Your Choice in 5 Continents
	3) Evidence of Correspondence with friends from Overseas
	4) Create work related to SDGs
	Class Schedule, the class team consists of 2 academic supervisors, 2 Islamic boarding schools, 2 supervisors, and 1 talent. Each

Stages	Activity
	role helps the child. The 2 academic supervisors are tasked with delivering material and providing information on the goals to be achieved and the material being studied to the students. Academic supervisors also deliver materials or monitor class projects. The Islamic boarding school is in charge of delivering material related to the Islamic religion related to the material provided such as the interpretation of verses, exploring the meaning of asmaul husna, and studying hadist, tajwid, or inspiration from the prophet's story, while the coach helps prepare students for each of their daily activities and accommodates the obstacles that occur for students, talent coaches are tasked with ensuring students work on modules according to their individual learning desires. Outing Class, because when this module is being implemented by Community Activities Restrictions Enforcement (CARE), the outing class is abolished first. The outing class event was changed to a simulation of the UN session which aims to provide students with experience in discussing and communicating effectively within the framework of a world-class session simulation. The teachers agreed to name it WAMUN (Welas Asih Model United Nations). The sources used to compile WAMUN are the Model United Nations Guide General Assembly (www.un.org), MUN Made Easy: How To Get Started With Model United Nations – 5 Simple Steps From The Best Delegate MUN Experts (bestdelegate.com), and Model United Nations (MUN): Learning Method To Enhance Critical Thinking Skills And Communication Skills For High School Students by Al Khadzir, S., and Sumarmi (2020). Sharing Day Sharing day will be held 1.5 months after the material is finished to give them time to make their best work and also focus on Ramadan activities.

Stages	Activity
Actuating	When the learning process is good in class, the academic supervisor provides space for discussion and presents learning resources to support the student learning process. Whether it's in the form of videos, articles, or questions that encourage students to think more deeply at each stage of FIDS.
	While the MUN Outing Class is a translation of the UN Assembly Simulation. The stages of implementation are as follows.
	Preparation
	1) The students were informed about the purpose of organizing WAMUN as well as their respective roles and tasks.
	2) The students filled out the data form for the country they represented and the name matched the typical name of the chosen country and also filled in the topic chosen to be the focus of discussion of the 17 SDG points.
	3) The students made peace letters based on the conflict in the country and printed them out.
	During the Event
	1) Students are asked to wear black and white clothes and alma mater jackets while Teacher wears a formal suit to create a UN simulation atmosphere,
	2) Classrooms and chairs are arranged to look like a United Nations meeting with each table bearing a nameplate and the country of origin of the students,
	3) Prepared by the Secretary General of the United Nations who brought the gavel for the discussion,
	4) The opening was opened by the school principal and chief executive from the class team in a formal atmosphere and using English,
	5) The session consisted of 2 sessions, the first was the reading of the peace letter from each student and the second was the WAMUN session to discuss selected topics. The topic chosen is related to poverty. For the first session, the simulation took place in English, while in the second session the simulation took place in Indonesian.
	After the simulation, the student conciliation letters were collected into 1 book.
	In preparation for the sharing day, class teachers are divided to mentor 5-6 students in working on their work.

Stages	Activity
controlling	For learning to achieve its goals, each student is given 1 My World module book and is also responsible for discussing the results with the class team teacher. Besides my world module, there is also a project module that contains a form to fill in. Outing class and sharing day events are required to make a proposal and accountability and report it to the school principal.

Observation results show that students play an active role in class learning and implementation of WAMUN and portfolio projects. What's more, the enthusiasm of the students was seen during learning. From the results of the interviews, the students expressed joy because learning was interesting and they could explore public speaking and English skills. The school principal also welcomed the My World module activity and said that this activity could become an annual program. Class team teachers are enthusiastic about their program due to the positive response from students, principals, and other teachers.

Several obstacles occurred during WAMUN, such as technical problems with the video documentation tool that died in the middle of the discussion, so that the live streaming video was deleted, open classrooms made it less focused and sometimes the weather was windy. It would be better if the event was held in a larger and closed room so that students were more focused and less affected by bad weather. However, during the event, the students were enthusiastic and comfortable reading the letter of conciliation and discussion session.

During WAMUN's observation, the topic chosen based on the student questionnaire was poverty (SDG-1). The students reconstructed their thinking patterns by discussing and criticizing other people's opinions in a good way according to the trial procedure stated at the beginning. They waited their turn and listened intently to everyone who spoke. The class atmosphere became serious, and active but in control. The conclusions that students get during the discussion are as follows. 1) World poverty occurs due to a lack of education and a government system that is soft on middle and upper-class people, causing social inequality, 2) The students agree not to provide aid funds for those who cannot afford it, but rather structured learning about business and capital in the form of goods for business, 3) Education is one of the best solutions to reduce poverty, and 4) The government system must be more just and regardless of people's status.

At the end of the module, students create works related to SDG. With Differentiation learning, students choose their own topics from their portfolio of work from the 17 SDG and then develop their work assisted by a portfolio mentor. The following are works made by students and their explanations.

List of My World Module Student Portfolio Work
8th Grade in Peacesantren Welas ASih

Student List	Theme	Title/Issues raised
Student 1		Efforts to Reduce Poverty in Indonesia by inviting young people to do business
Student 2		Physical bullying
Student 3		Global Warming: Making a house design to reduce global warming
Student 4		Article on Hunger & Malnutrition in Remote Areas
Student 5		Geography Learning Media for Early Childhood
Student 6		Books about the Impact of LGBT on the survival of humans in the World
Student 7		The Impact of the Russian-Ukrainian Conflict on the World
Student 8		Less quality education in Indonesia. An open letter to the Indonesian Minister of Education
Student 9		Make your oil to avoid oil scarcity.
Student 10		Learning media for Inclusive Schools in Indonesia Braille map
Student 11		The Extinction of Fish in the Sea created its coral reefs
Student 12		Deforestation and replanting
Student 13		Articles and explanations on Gender Equality
Student 14		Making 3D Augmented Reality posters as a cheap and high-quality learning media procurement solution
Student 15		The artwork entitled Colorism/Skin Color Discrimination in Indonesia
Student 16		Pen-Pals: Connecting Indonesian-American friends
Student 17		Picture a story about Physical Bullying for elementary school children

The results of the work can be seen by students exploring SDG points according to their interests. as an example from the results of an interview one of the students stated that he likes teaching and the world of education, especially inclusive education, so his portfolio is related to inclusive education, namely making embossed braille maps for blind children.

Some students stated that they wanted to be involved in the world of environmental activism, then the portfolio work they made was conducting interviews with the Head of the Compassionate Action Indonesia Foundation to find out more about the conflict between Russia and Ukraine and Indonesia's role in the country's peace efforts. Another student wanted to become a doctor, so he made a biology learning media related to organs with augmented reality. From the results of the students' work it can be seen that they explored their abilities and interests to become solutions to world problems within the framework of the SDG points.

2.   Discussion

Differentiation learning with Model United Nations and projects with FIDS from Design for Change are two approaches that can be used to facilitate students' roles in achieving the 17 Sustainable Development Goals (SDG). Model United Nations (MUN) focuses on developing students' speaking, negotiation, and problem solving skills through discussion and roleplay . Meanwhile, FIDS (Feel, Imagine, Do, Share) from Design for Change helps students understand global issues through social projects that affect their communities. The 4 differentiation learning arrangements in learning in the Duniaku module are,

1.   Content, to make differentiation learning the class team teachers hold meetings and compile a series of Duniaku module activities. In this stage the teacher also provides handbooks for students as a learning resource. The teacher also divides the tasks for each activity and portfolio.

2.   Process, the variety of activities that were finally chosen by the teacher in the Duniaku learning module were learning in class and Islamic boarding school hours to provide an understanding of Islamic science and religion about the importance of playing an active role in making solutions, organizing WAMUN to hone communication skills and critical thinking, and creating portfolio projects to hone the creativity and collaboration of students and teachers.

3.   Products, assessments are adjusted to the various portfolio products made by students. The assessment is in the form of a questionnaire based on the points of expertise of the two-one masters.

4.   manipulation or activities that accommodate learning styles, this series of activities accommodates children's visual, auditory, and kinesthetic learning styles, in classroom learning activities, discussions and simulations, and making portfolios.

Tomlinson (2001) in his book entitled How to Differentiate Instruction in Mixed Ability Classroom conveys 3 basic aspects of teachers to meet students' basic needs. These three aspects are student readiness, student interest, and student

learning profile. Teachers must understand that students will show good performance if the assignments are given according to the interests, understanding and skills of students they previously had (readiness to learn), can trigger students' curiosity (interest), and provide opportunities for students to work according to what they like (learning profile).

During WAMUN's observation, an interesting thing happened during the discussion. At first, one of the class team teachers was worried that the students would be passive during the discussion, but in fact the students actively expressed their opinions. Hi, this is possible with the discussion interaction between friends. Jesuit (2021) says the influence exerted by supportive peers can provide strong incentives for student learning, even exceeding the influence of formal instruction on learning.

At the end of the module, it can be seen that students explore solutions based on their interests and abilities to achieve the SDG by creating various portfolio works and sharing their solutions with a wide audience, both within the school environment, with parents, and on social media. This is in line with Abera's research (2022) that education invests in achieving all of the SDG so that people can change themselves, their families, their communities, their nation and the world in general. Also to Brown (2010) the cultural spirit of Design for Change will encourage prototyping—fast, cheap, and rugged—as part of the creative process and not just as a way of validating finished ideas. Meanwhile, according to Bell (2010) project-based learning like this is useful for gathering new ideas, technological skills, becoming proficient communicators and advanced problem solvers. By learning the differentiation between WAMUN and FIDS, students can understand the importance of realizing the SDG and have an active role and have the opportunity to utilize their interests and abilities to help achieve the SDG.

Focusing on the teacher's role as a facilitator and students who are active in every activity can develop students' understanding of the material and mindset to play an active role in providing solutions to world problems. Projects developed by students themselves have a significant impact on their understanding and engagement. Students can bring positive change and play an active role in realizing the SDG. In all of the My World module activities, students can hone the five life skills that are formulated in 5C, namely, critical thinking, creativity and innovation, communication skills, collaboration and confidence. So differentiation learning with WAMUN and portfolio projects with SDG themes can shape the 2045 golden generation into a generation that has caring attitudes and behaviors towards global problems and has the skills to solve problems.

D.   Conclusion

The active role of students in solving solutions to answer SDG by teaching differentiation using MUN and FIDS has a positive impact on preparing for the golden generation of 2045. Through this activity, students can understand and pursue their goals as part of efforts to prepare for the golden generation of 2045.

With a focus on issues global and active participation in the design of innovative and inclusive solutions, students can build competency and enthusiasm to become future leaders who have an active role in building a better world. This is in line with UNESCO's view (2020) that education must facilitate the understanding and development of a caring attitude toward environmental and social issues.

MUN and FIDS activities can help students develop skills and abilities to think critically, work together, and solve problems, all of which are very important in preparing for the golden generation of 2045. Suggestions for other schools, this activity can also be held so that learning practices are differentiated from MUN activities and the FIDS project is becoming wider so that more students can learn with this method and play an active role in completing the SDG and welcoming the golden generation of 2045. Overall, having students play an active role in achieving the 17 SDG is an effective way to help students prepare themselves to be part of this generation. gold 2045.

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