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Tarissa Aritsa Sabil*, Hafid Adim Pradana, M. Subhan Setowara

Department of International Relations, Faculty of Social and Political Sciences, Universitas
Muhammadiyah Malang, Malang, East Java 65144, Indonesia
*e-mail: taritsabil@gmail.com

ABSTRACT

In the era of globalization, the role of global civil society is becoming increasingly important in shaping world politics, including global governance. However, how civil society can play an active role in global governance will be discussed in this study. This study aims to analyze how civil society organizations, such as the LKSA 'Aisyiyah Orphanage Girls', can influence the achievement of SDG 4, namely quality education. This study uses a qualitative analysis approach and quantitative data collection through interviews and direct observations, based on the concepts of global governance and global civil society. The results show that the orphanage performs two central roles as a global civil society actor: bridge and watchdog in contributing to the achievement of SDG 4. These roles collectively contribute to key SDG 4 targets, including expanding access to education, reducing educational inequality, and strengthening life skills through vocational and non-formal learning. However, the role of civil society does not eliminate the role of the state but rather forms a more complex and multi-layered governance system. This research provides an understanding of complementary actors, such as civil society, which can enhance governance practices and not simply replace international political institutions.

Keywords: Aisyiyah orphanage; education; global civil society; global governance; SDGs

1. INTRODUCTION

Global governance encompasses a diverse set of laws, policies, and processes designed to shape and bridge relationships between nations, cultures, societies, governmental and non-governmental institutions, and markets. The actors involved in implementing global governance include not only nation-states or individual governments, but also a broader range of actors, including IGOs, NGOs, multinational corporations, and even the citizens of those countries, who share a common goal of addressing an issue (Australian Institute of Company Directors, n.d.). The presence of civil society in maintaining global governance is believed to be able to influence the overcoming of global issues (Ginanjar, 2020). The Sustainable Development Goals (SDGs) are a global movement with a shared goal to build a better world, adopted by the United Nations in 2015. The main focus of the SDGs is people, planet, prosperity, and peace. The world recognizes that the sustainability of the main focus of eliminating poverty can affect many areas, such as development related to social, economic, and environmental sustainability (United Nations Development Programme, n.d.).

Today, the influence of globalization is increasingly evident in many aspects of life, particularly in global educational standards, including in Indonesia. Education is a crucial aspect of many key aspects of sustainable development. Equitable education is believed to positively impact a nation's social, economic, and political growth. Equitable education includes providing opportunities for all levels of society to access good education. Educational imbalances can also be influenced by a country's economic and political instability (Hafshah & Nugraheni, 2024).

Indonesia is a large archipelagic nation that continues to face challenges in the education sector. Educational inequality in Indonesia is an ongoing issue in this era of globalization. There are disparities between urban and rural areas in terms of educational quality, including teaching staff, economic resources, infrastructure, facilities, and access to technology. Geographical conditions also play a role, as many students must travel long distances to access education. The mindset of some communities, which disregards the importance of education, is also a significant contributing factor to educational issues in Indonesia. Furthermore, the shortage of teachers and their increasingly low quality hinder the progress of education (Wijayanti et al., 2024).

This research will focus on Sustainable Development Goals (SDGs) 4, namely quality education through the development and improvement of the quality of learning for Indonesian students in a region, which is also expected to resolve education issues. Therefore, SDG 4 is a form of global commitment that will ensure a more comprehensive quality of education and foster lifelong learning opportunities for all. Indonesia has strived to realize SDG 4, as evidenced by the increase in the number of students who have completed elementary, secondary, and high school levels; however, support is still needed at the higher level (Muzakki, 2023).

Many NGOs aspire to play a significant role in supporting vulnerable groups through three approaches: advocacy, providing services such as schools and healthcare, and empowering communities with training. These NGOs are not intended to replace government work but rather to complement it, working alongside and helping the country achieve its SDG targets (Arhin, 2016). One of the important roles of civil society is to be a supervisor who monitors the implementation of the SDGs because there is often a need for non-state actors, which is caused by a lack of transparency in the government (Espinosa & Rangel, 2022). Many civil society actors play a crucial role in supporting the implementation of SDG 4 in Indonesia. Community organizations often play a crucial role alongside non-governmental organizations in sustainable development, particularly in improving access to education for underserved groups (Rahman et al., 2023). For example, NGOs have established Project Child Indonesia, actively contributing at the local level to SDG 4. Through this program, NGOs act as bridges between the educational gap and vulnerable children in Yogyakarta (Permatasari et al., 2023). At a deeper level, orphanages also play a vital role in providing educational continuity to vulnerable children, such as through their social welfare services (Umnihannie & Asmawati, 2024). Regarding the role of non-state institutions in religious contexts, such as Islam, in Indonesia, the 'Aisyiyah Payakumbuh Orphanage contributes to improving quality education in Indonesia, starting with instilling and shaping the character

of foster children in accordance with its educational mission (Raihani et al., 2024). However, research on orphanages in detail has become an active global civil society actor in discussions on the implementation of SDG 4 within the framework of global governance; therefore, a research gap exists and will be the focus of this study.

Therefore, the role of civil society organizations, such as orphanages, can be crucial at the forefront, directly reaching vulnerable segments of society to provide quality education to vulnerable students. However, existing studies largely address global governance and civil society, focusing on global institutions or international organizations. This leaves a clear gap in understanding how local community actors, particularly orphanages, can contribute and participate in efforts to realize global agendas, such as the SDGs. Therefore, this study explores the role of LKSA Putri 'Aisyiyah in supporting SDG 4, quality education. Research on the role of orphanages under large institutions as global civil society actors in realizing SDG 4 remains limited. Therefore, this study explores the role of the LKSA Putri 'Aisyiyah Junrejo in supporting SDG 4, quality education. This research was conducted at an orphanage selected purposively. Through an internship program, this research is expected to allow for more in-depth, direct observations between September and November 2025. This study aims to explain and analyze the role of the LKSA Putri 'Aisyiyah, Junrejo, Batu, as a civil society actor striving to realize the targets of sustainable development in the target of quality education at the local level. This study also aims to explain the relationship between local-level actors and the global agenda as stakeholders who emphasize cooperation; this research is expected to provide new insights into how local-level civil society actors can play a role as agents implementing global governance.

2. LITERATURE REVIEW

2.1. State, Non-State, and Muhammadiyah Efforts to Realize the 4th SDGs

Efforts to achieve SDG 4, quality education, have been extensive, with diverse focus discussions, different implementing actors, and varying policies and measures. Examples include the One-Stop Program (SATAP), Undergraduate Program for Higher Education and Abroad (SM3T), and Reading, Writing, and Arithmetic (Calistung) Program (Magfiroh & Nugraheni, 2024; Safitri et al., 2022; Susanti & Chanifudin, 2025). The government plays a role in identifying educational problems, designing and developing educational curricula, and acting as a facilitator, ensuring comprehensive education for sustainable development goals (Oktavianatun & Nugraheni, 2024). Another role of the government is to integrate and strengthen character education and the national curriculum and to continue to strive to improve the training of qualified educators or teachers (Widiatmoko et al., 2024).

The actors who continue to drive efforts to achieve SDG 4 are not only national stakeholders, such as the government, but also independent institutions and companies that continue to demonstrate success in realizing the SDG 4 vision of improving the quality of education. Schoters, a digital education platform, is one such actor helping to achieve the SDGs, particularly in the education sector. Schoters continues to collaborate with schools, the government, private companies, state-owned enterprises, and non-governmental organizations to maintain its commitment to the sustainability of education in Indonesia (Alia & Dermawan, 2025). Other actors also operate independently, such as the Indonesian Children's Project in the Special Region of Yogyakarta, which focuses on improving the quality of education for students on the banks of the Yogyakarta River (Permatasari et al., 2023). Community Organizations (ORMAS) and Non-Community Organizations (NGOs) such as Wahana Visi Indonesia and Save the Children Indonesia (Rahman et al., 2023)—corporate social responsibility through Corporate Social Responsibility (CSR) owned by PT. JOB Pertamina-Taslim–participated in the Sukuk Anak Dalam School program, such as the Floating School program and the Reading, Writing (Calistung) Literacy (Gadja, 2020).

Among the many non-state actors, religious-based organizations have consistently made real contributions to the implementation of SDG 4 in Indonesia, such as Muhammadiyah. Muhammadiyah remains committed to teaching Islam and multicultural education. One of Muhammadiyah's curriculum policies as part of SDG 4 is the Al-Islamic and Muhammadiyah (AIK) curriculum, which instills the

values of justice, equality, and respect for differences (Ma'ruf, 2025). Muhammadiyah has developed educational activities to be more modern and continue to follow developments safely without changing Islamic law (Istiharoh, 2025). Muhammadiyah then expanded its reach in providing educational services, including to remote areas of Indonesia. It is said that many schools located in eastern Indonesia and on the borders were Muhammadiyah's initiative (Riyadi, 2025). Muhammadiyah continues to play an active role in shaping the SDGs framework to determine target achievement. Therefore, 'Aisyiyah Leadership in each region is expected to be active in achieving their respective SDG targets. Establishing an Educational Business Charity Institution that continues to promote education for women on an equal footing with men (Saud et al., 2020). The Leadership of the North Banguntapan Branch of the ABA Kindergarten (PCA) continues to improve its weaknesses by implementing community development through the Sister School program to deepen education, which is one of the SDGs targets, and as part of the development and empowerment strategy (Mutiarin et al., 2017). 'Aisyiyah is present as a forum for women to spread their wings and expand their reach, such as in the mission of establishing orphanages which function as a way for civil society to realize SDGs such as education which is discussed in SDG 4 at the local level.

2.2. Concepts Frameworks

This research will analyze the role of LKSA Panti Asuhan Putri 'Aisyiyah in realizing SDG 4. Explaining it with two main concepts such as Global Governance and Global Civil Society. The concept of Global Governance will help explain how local civil actors can contribute to global issues such as education. The concept of Global Civil Society describes and analyzes the role of LKSA Panti Asuhan Putri 'Aisyiyah as a civil society actor that helps bridge, monitor, and contribute to achieving SDG 4 targets at the local level. By using these two theories, it will help explain the research analysis more deeply. Global Governance explains how global issues can be implemented at the grassroots level, while global civil society is an analytical tool that explains the real role of local institutions in realizing the global agenda.

2.2.1. Global Governance

Initially, states managed all public affairs through their governments because they had complete authority over their territories, such as the economy, education, security, and other matters. However, in the era of globalization, the world has become increasingly interconnected, transcending national borders. The inability of national and local governments to manage globalization phenomena, such as mass media, the arms trade, and global finance, has led to the emergence of governance. Governance encompasses activities and processes at the local, sub-national, regional, supra-national, and global levels, which coexist with each country's national arrangements. Therefore, the concept of global governance refers to mechanisms, systems, and processes for managing global issues that cannot be addressed solely by states or national governments, such as education, the environment, and poverty, which require the support of other actors at the global level.

In this context, global governance explains that complex global challenges, such as SDG 4, require collaborative assistance beyond the nation-state level to address them. In global governance, power and responsibility are divided across several levels and actors, both public and private. Global governance is not only implemented by governments through inter-state cooperation, such as within the UN, WTO, or the European Union, but also through collaboration with supranational institutions, local governments, corporations, and civil society organizations. Thus, global governance is not about one government controlling everything, but rather, the world is governed through the cooperation of many parties or actors from various countries. Thus, global governance is not carried out by a single power but rather through collaboration among many actors working at the local, national, and global levels (Scholte, 2002). Civil society organizations, as non-state actors, contribute to sociopolitical change in Indonesia by addressing issues such as inequality, promoting human rights, and encouraging policy reform. These organizations play a crucial role in shaping public policy, raising awareness, and organizing communities. Collaborating with state institutions is crucial for governance, but they must maintain the importance of

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space for a democratic society, promote transparency and accountability, and respect human rights to ensure the healthy functioning of the country's political activities. In fact, non-state actors can be important partners for the state in realizing global governance goals, such as the SDGs, at the local level (Rusfiana & Kurniasih, 2024).

One example is a social welfare institution that helps achieve the Sustainable Development Goals (SDGs). LKSA Putri 'Aisyiyah, as part of global civil society, participates in global education management. Civil society plays an active role in determining the direction of the global agenda, acting as a liaison between the community and government, and monitoring public policy. Thus, orphanage serves as a concrete example of the application of global management principles in a local context.

2.2.2. Global Civil Society

Civil society is not part of the state, like the government or state apparatus, nor does it seek to control the office. Nor is it a market where individuals can profit. Civil society is a voluntary association of people with a common goal, striving to change policy or achieve social goals, such as by fighting for something. Civil society organizations can include academic institutions, local community groups, NGOs, religious organizations, women's organizations, and many more. Civil society can be formal and registered, or informal. Global civil society is increasingly influential, including in state politics, with governments becoming more layered, with the roles of organizations and states at different levels, from local to national, regional, and global. This situation continues to drive trends in what is championed and connected to the government. Many regional and global institutions are connected to civil society. Therefore, modern governance makes collaboration between governments, NGOs, companies, and/or other organizations crucial. World politics is shaped by a multitude of diverse identities, not only tied to nationality; this has given rise to many new global movements, such as labor rights movements, women's rights movements, and others (Scholte, 1999).

Civil society actors' involvement has a positive impact on public participation, consultation, and accountability in achieving global governance. Global civil society has three essential roles that can be analyzed in the implementation of the global governance agenda. First, as a bridge, global civil society will act as a link between civil society or local groups and global institutions, governments, and international organizations, such as connecting institutions or communities with government and institutional provisions and policies regarding targeted areas such as education. Second, as a watchdog, global civil society plays a role as an overseer of the ongoing process of public and global policies, ensuring compliance and alignment in implementing regulations; in this case, overseeing that children can receive decent and quality education even from underprivileged families. Finally, as a contributor, global civil society has begun to actively promote quality education for children who cannot receive education for various reasons, with many collaborating with stakeholders to realize the realization of the global governance agenda (Scholte, 2002).

The concept of global civil society is depicted in the form of community institutions with different focuses, ranging from humanitarian to religious and cultural. LKSA Putri 'Aisyiyah is said to be one of the global civil society organizations with contributions offered in implementing global principles into local practices, namely in the regions. LKSA Putri 'Aisyiyah continues to provide activities and teach its foster children formal and non-formal learning, making this a concrete example of an institution that not only functions as a protection for child welfare but also continues to support the realization of SDG 4 in the provision of quality education. Therefore, this research focuses on analyzing the role of LKSA Putri 'Aisyiyah Junrejo as a global civil society organization as a bridge, watchdog, and contributor, using an analytical framework to examine how orphanages contribute to the implementation of SDG 4 at the local level.

3. RESEARCH METHODS

This study used a qualitative research approach. It used a method that focused on a comprehensive understanding of an event, occurrence, or phenomenon, which produced descriptive

data from the research object (Sahir, 2021). Research methods refer to the approach taken by researchers in determining systematic data collection, analysis, and interpretation to answer research questions (Sembiring et al., 2024).

In this study, the research adopted a qualitative approach with a descriptive method that aims to convey and explain a comprehensive understanding of how LKSA Putri 'Aisyiyah in Junrejo, Batu is said to contribute to the implementation of SDG 4. To support the smoothness of this study's research through direct fieldwork during the internship period from September 2024 to November 2024. Data were collected using two main techniques. First, semi-structured interviews were conducted with two key informants: the orphanage head and childcare staff. Using a semi-structured format allows for flexible conversational exchanges, and is in line with the research objectives. Outside of the main informants, informal conversations were also conducted with foster children during the internship period, which gave rise to additional insights into the daily educational environment. Second, documentation and literature studies were used, such as books, theses, academic articles, institutional documents, and credible online sources.

This study follows the interactive model developed by Miles, Huberman, and Saldaña (2014). It uses three stages: data condensation, data presentation, and verification. In the initial stage of data condensation, information is collected through interviews and documentation, which is then reviewed and focused according to the research focus. After the data are condensed, they enter the second stage, which is grouped and presented in a descriptive form to identify patterns that align with the role of global civil society and its implementation of SDG 4. Finally, conclusions are drawn and verified according to the patterns that emerged during the identification process (Miles et al., 2014).

4. RESULTS AND DISCUSSION

Referring to Scholte's (1999) conceptual framework of global civil society, global civil society actors play three main roles in managing global governance, such as being a bridge, supervisor, and contributor. Based on the findings in the field, this study will describe the two main roles of global civil society actors and focus on the roles of bridge and supervisor, as the contribution role will be part of the two roles that will be explained. The contribution made by LKSA Putri 'Aisyiyah as a bridge for society to supervise the implementation of education policies indirectly is part of the real contribution in achieving SDG 4 efforts. Therefore, the contribution role is not explained as a complete sub-chapter but will be included in both roles.

4.1. Child Social Welfare Institution (LKSA) 'Aisyiyah Gils' Orphanage Dau Profile

The 'Aisyiyah Girls' Orphanage Children's Social Welfare Institution is included in the Aisyiyah Branch Leadership (PCA) Dau institution under the auspices of Muhammadiyah and Aisyiyah, located in Junrejo, Batu, East Java. LKSA Putri 'Aisyiyah is an institution engaged in the protection and welfare of children and women. Being part of the Aisyiyah Branch Leadership demonstrates our commitment to providing protection, care, and education for children in need, particularly in education. The 'Aisyiyah Girls' Orphanage's vision is to be an Islamic-based child welfare institution with professional, high-quality, and independent capabilities. Its mission includes fostering foster children in accordance with Islamic law who are independent and can produce quality Indonesian human resources in the future.

Currently, the Aisyiyah Girls' Orphanage has 21 foster children, most of whom come from families with limited economic conditions. It uses a recommendation-based recruitment system to receive reports of children in need of assistance. Each child is allowed to pursue compulsory education through the aid of the 'Aisyiyah Girls' Orphanage. After receiving a report of a child in need of help, the head of the orphanage conducts a home visit to verify the family's condition so that they can be assisted with formal school fees and daily needs at the orphanage. The 'Aisyiyah Girls' Orphanage also collaborates with the local Social Service to finance food and basic needs per year. This illustrates the role of civil society in reaching vulnerable groups that may not be reached by Indonesian government programs.

LKSA Putri 'Aisyiyah, Junrejo actively provides additional education for its foster children, such as providing additional learning activities after Maghrib in non-formal education. The foster children actively participate in non-formal education that can help in learning at school or in daily life, such as learning foreign languages, namely, Arabic and English, as well as in accordance with the vision and mission of LKSA Putri 'Aisyiyah, which can form individuals in accordance with Islamic law. LKSA Putri 'Aisyiyah also adds the Qur'an learning as a guide and guide for foster children. Foster children are also invited to be active in empowerment or entrepreneurship learning by starting to sell mineral water and necessities in the surrounding area (Cholifah, 2025). These programs collectively illustrate the role of institutions as global civil society actors that strive to facilitate the SDG 4 agenda at the local level, such as addressing access to quality education and educational equality.

4.2. The Role of Global Civil Society Actors in Global Governance

Global civil society is a shared space formed voluntarily to foster social rules, such as formal policies and social structures. Active actors in global civil society can be institutions, but these are non-profit organizations that do not seek profit and do not directly pursue political power. The emergence of civil society has existed for a long time and continues to evolve, forming a meaning that keeps pace with the times. Civil society is a gathering of people who create a forum to fight for the values they believe in. Civil society can also be defined as a gathering of people who have rules or legal protections that protect and guarantee individual, political, or independent rights without being tied to the government (Masduki, 2007). Indonesia has a 12-year compulsory education regulation, starting from elementary school and equivalent, junior high school and comparable, and senior high school and equivalent, which has been regulated in Article 34 paragraph 4 of Law No. 20 of 2003 concerning the national education system, and the government must implement regulations on compulsory education (Government Regulation on Compulsory Education, 2008).

Based on the characteristics of global civil society, the 'Aisyiyah Girls' Orphanage is an institution founded by a religious institution in Indonesia and not formed by the state or a company seeking profit. The 'Aisyiyah Girls' Orphanage was established on the initiative of the community under the auspices of Muhammadiyah, which is part of the 'Aisyiyah group and is part of the 'Aisyiyah Branch Leadership (PCA). The establishment of this institution was carried out based on the values of care, humanity, and religion without any motive for seeking economic profit. By being an extension of the 'Aisyiyah Girls' Orphanage, it forms norms and also social structures, such as increasing public awareness of children who need educational assistance so that they can be helped. Based on this explanation, LKSA Putri 'Aisyiyah has been included in Scholte's (1999) description as a global civil society that operates not based on profit seeking in the form of an independent and voluntary institution.

4.2.1. LKSA 'Aisyiyah Girls's Orphanage as a Bridge in Global Governance

Equality in education is the primary goal of education. Educational inequality can be defined in several ways, including educational disparities in academic achievement, educational resources, facilities, and educational opportunities. Educational inequality arises from several interconnected factors. The primary factor contributing to educational inequality is economic inequality, which is exacerbated by income differences. In addition to financial factors, other contributing factors include culture and geography, particularly in underdeveloped and remote regions. The significant impact of educational inequality at the national level can be a barrier to economic development and social progress owing to limited human resources (Wijayanti et al., 2024).

Global civil society acts as a bridge between the state and society. This study explains that the 'Aisyiyah Girls' Orphanage serves as a bridge between the top and the bottom. Assistance is provided to children not covered by government programs through information received from the community, which is then followed up on to receive educational assistance. The 'Aisyiyah Girls' Orphanage serves as a bridge upward through collaboration between the local social services and the government in receiving food aid and monitoring. Therefore, the orphanage also serves as an extended arm of the government or a partner in implementing social policies in the field. This illustrates the role of civil society in global

governance through its participation in solving global problems, especially in the field of education. In line with the function of the Global Citizens Society, which explains its role as a liaison that connects local communities or societies with state institutions to ensure and explain that global commitments such as quality education in the SDG discussions have been actively carried out at the local level.

The annual report of the Central Statistics Agency (BPS) explains that the school participation rate (APS) by age in 2024 has a large gap, with elementary school levels at 99.19%, junior high school levels at 96.17%, high school levels at 74.64%, and tertiary institutions at 29.01%. In contrast to the highest age group, which has a figure below 50, the BPS annual report explains that the more mature the community, the greater the opportunity for economic activity, making the 19–23 age group vulnerable to educational choices because economic factors are the main factor in a person's education. This contrasts with the gross participation rate (APK) by educational level in 2024. The APK for elementary school and equivalent is at an average of 104.82%, junior high school at 92.21%, high school at 87.29%, and tertiary institutions (PT) at only 32% (Girsang et al., 2024). These data show that the higher the level of education, the greater the risk of dropping out of school due to family economic pressure. Highlighting the significant gap in this data regarding education that can be helped by the role of civil society actors such as LKSA Putri 'Aisyiyah, especially for vulnerable groups from early adolescence to adolescence, such as junior high and high school.

The Aisyiyah Girls' Orphanage, in collaboration with the local government, explained that the government represented the region. As part of a social welfare institution officially registered under the Batu Social Service, children receive food assistance, which can be obtained in stages and must be reported regularly, including food aid expenditures and foster child development programs. Regular reporting demonstrates full responsibility for budget use and provides data and information related to foster children from vulnerable groups (Cholifah, 2025). Therefore, it can be said that orphanages can act as an extension of the government in implementing child welfare policies, including education, at the most basic level.

The social services department also establishes several operational standards for managing foster children, such as limiting the number of items carried, arranging beds, and placing special study areas outside of bedrooms. These regulations are part of the government's efforts to ensure standards of child protection and welfare. The collaboration carried out by LKSA Putri 'Aisyiyah with local government institutions has become concrete evidence of the commitment to fulfilling SDG 4 commitments at the most basic level; therefore, this is evidence of the active role of active civil society within the global governance framework as a partner of the State in realizing SDG 4.

Orphanages not only serve as a bridge to higher levels of government but also serve as a direct link with the community. The recruitment of new students into orphanages is carried out through direct communication with the community, such as referrals or recommendations from local people, whether acquaintances or alumni. Acquaintances or foster children who have completed their education and guidance and then return to their hometowns often bring or recommend other children in need of access to education and housing from their area. This pattern demonstrates the existence of a network created through ongoing trust, both within the surrounding East Java region and outside Java. Foster children receive educational assistance, especially those facing socioeconomic or geographic difficulties. The recruitment process does not end with a recommendation; there is a verification phase carried out by the head of the orphanage, who is responsible for this (Cholifah, 2025). This community recommendation system explains that it is an effective way for orphanages to act as a bridge to reach children outside the government's radar and connect them to the education system.

In this context, 21 foster children at the 'Aisyiyah Girls' Orphanage, consisting of eight junior high school students and 13 high school students, are in a critical phase or at risk of dropping out of school, according to previous national data. Therefore, the educational funding provided by the orphanage is a concrete reflection of the principles of "education for all" and "no one left behind." The orphanage provides comprehensive funding, from school fees, books, and necessities such as food and shelter. This comprehensive provision is part of eliminating economic barriers for vulnerable groups who sometimes struggle to access education. This picture indirectly realizes the target of SDG 4 point 4.1 regarding

ensuring that all children, without exception, complete compulsory education from primary to secondary level, free of charge, fairly, and with quality.

Children in the orphanage will be treated equally without discrimination. All children have the right to equal access to all programs provided by the orphanage, regardless of background. Each child receives the same funding for formal education, access to additional and non-formal learning, such as foreign languages, or tahsin (education training). Basic needs, such as clothing and food, are also met equally. Additional seminars held by the community or students are sometimes conducted, both theoretically and practically. Building a sense of justice and equality among children is crucial for their individual development. This non-discriminatory approach contributes directly to the realization of SDG 4.5, which states that all disparities, including gender, people with disabilities, and children in vulnerable conditions, should be eliminated in pursuing education and ensuring equal and fair access.

Beyond providing formal education, the orphanage enhances the quality of children's education, such as through non-formal education, to achieve SDG 4, through an additional learning program after Maghrib prayers, which includes two foreign languages, Arabic and English, to foster a deeper understanding of religion and enhance global communication skills. In addition to foreign languages, the orphanage teaches tahsin and Quranic recitation, enabling children to read the Quran correctly. The 'Aisyiyah orphanage adopts a holistic approach, developing academics, character, and spirituality, which reflects the contribution that has been made as a global civil society actor by actively providing non-formal education outside of formal schools.

LKSA Putri 'Aisyiyah also integrates entrepreneurship education into the daily lives of the foster children so that each individual can be directly involved in the orphanage's managed businesses. As a distributor of QMas brand bottled water, the orphanage has established large, regular customers, including UMM Hospital, several study programs at the University of Muhammadiyah Malang (UMM), and several restaurants near the orphanage. In selling gallons and bottled water, foster children are directly involved in sales to the community, from delivery to basic payment management. The orphanage also sells necessities, such as oil, rice, sugar, etc., to families. Foster children are active in delivering goods, providing customer service, and maintaining simple financial records. The orphanage's entrepreneurship was previously run with a more formal structure. Before 2023, foster children were given greater and full responsibility for the orphanage's management and entrepreneurship. To support the development of the children's capacity in managing businesses, the orphanage actively sent them to entrepreneurship seminars and training (Cholifah, 2025).

However, foster children are only involved in basic entrepreneurial operations because of their busy school schedules. Nevertheless, they still receive lessons such as responsibility in managing orders, honesty in financial management, communication in interactions with customers, and confidence in speaking and serving customers. The entrepreneurship program has supported SDG 4.4 target with the aim of providing provisions and ensuring that students have relevant skills such as entrepreneurship; this shows the role of the orphanage as an active contributor that supports the development of life skills for children raised alongside educational academies.

Thus, the Aisyiyah Girls' Orphanage explains the role of civil society as the right bridge between the state and society in implementing SDGs 4 with target 4.1 by providing quality education, such as complete school education including extracurricular activities as a form of support for current learning, to the future, such as English clubs, mathematics, chess, archery, music to DKV, where these extracurricular activities are in the form of sports or arts. Target 4.5 is to eliminate all discrimination, where the orphanage ensures that access to education can be accessed by anyone, including vulnerable groups, through a bottom-up approach that is responsive to the needs of vulnerable groups. The recording of foster child data in the social service system explains the cooperation carried out by civil society and the state in achieving the goal of quality education in terms of access to education. Thus, the role of LKSA Putri 'Aisyiyah as a bridge illustrates how civil society actors play a crucial role at the grassroots level in the implementation of global governance. As agents who realize global governance at the local level, they have connected national resources, needs, and global commitments such as the SDGs, specifically education.

4.2.2. LKSA 'Aisyiyah Girls's Orphanage as a Watchdog in Global Governance

The watchdog role is another important function of global civil society in global governance. Civil society acts as a watchdog for the policies and practices of public institutions, promoting greater transparency. Amnesty International actively carries out its mission, which clearly states that it will continue to reveal the truth and demand accountability from perpetrators of human rights violations. Amnesty International regularly reports on human rights violations from various countries (Amnesty International, n.d.). In the Indonesian context, religious institutions such as Muhammadiyah also actively monitor and respond to government policies. Muhammadiyah criticized the independence curriculum policy, which was considered to make things difficult for teachers and students and was considered to require extra funding and discussions regarding the Government Employee Program with Work Agreements (PPPK), which was expected to improve teacher welfare but was considered to be less than ideal (Ihsan, 2023). Likewise, at the local level, the supervisory role carried out by LKSA Putri 'Aisyayah is to monitor the quality of education for vulnerable children who are beyond the reach of the government.

At the local or regional level, LKSA Putri 'Aisyiyah can also be said to have a supervisory function. This institution monitors communities that are not reached by the government and ensures that children from poor families, orphans, and the underprivileged can still receive an education and have the right to receive the education that should be guaranteed by the state. The orphanage continues to provide quality education, including formal and non-formal education, with guaranteed quality teachers. The orphanage also continues to ensure that educational assistance from the government and donors is on target. As a global civil society actor, this supervisory role explains the monitoring of public policies and compliance with policies; in this case, the State is obliged to provide quality education for all children, as intended in SDG 4.

The LKSA 'Aisyiyah Orphanage Girls' continuously monitors the development of foster children, both in terms of formal education at school, achievements, and character and skill development. Supervision is intended to map the funds and programs implemented for foster children so that they truly impact the welfare and development of children. The orphanage management will continue to monitor the development of foster children directly, while the head of the orphanage, supervision will be carried out through the orphanage management and supervision through school reports, cameras, and loudspeakers via CCTV. Monitoring is not only carried out at the orphanage but also at schools. Monitoring of high school children is carried out directly by the head of the orphanage, who also serves as the principal. Meanwhile, reporting on activities and attitudes for junior high school children is carried out and reported directly to the orphanage management. Not only is supervision carried out by the orphanage, in collaboration with the social services, but supervision is also carried out through reports, such as reporting on food aid spending, the number and development of foster children, education, region of origin, and activities, which will be reported annually. Reporting to social services is done in the form of visits or in written format (Mafrukhah, 2025). Using a multi-layered monitoring system clarifies the orphanage's commitment to accountability as well as transparency, a key principle of the oversight role in global governance.

The orphanage oversight function is evident in the initial recruitment phase of prospective foster children, with a rigorous selection process to ensure that targeted assistance reaches those in need. As explained in the previous chapter, the selection process involves receiving information and conducting home visits. This verification process aims to monitor the family's actual economic situation by employing a double-check method to ensure accountability and trustworthiness in managing funds, in line with Islamic honesty. Decisions are made objectively based on the results of the previous verification, which is based on the family's income, circumstances, and the parents' ability to provide access to education. The function of the strict verification stage is part of the supervision so that aid can be right on target for children who are truly vulnerable, further strengthening the role of the orphanage as a supervisor in ensuring the implementation of SDG 4 "Leaving No One Behind" at the most basic level.

Orphanages act as watchdogs in global governance, actively playing a role as civil society actors in overseeing the realization of SDG 4, which focuses on quality education. In efforts to realize SDG 4, orphanages continue to contribute to achieving Target 4.1 by ensuring foster children's access to education and identifying non-formal learning needs. Target 4.4, through the provision of skills and hands-on learning through entrepreneurship, enables orphanages to monitor the development of children individually and as a group, preparing them to face the challenges of the times. Target 4.5 identifies children who have not yet been exposed to the formal education system. With this monitoring and accountability, it has been proven that LKSA Putri 'Aisyiyah as a religious-based civil society actor has been effectively active in its oversight function in global governance, ensuring that the SDG 4 agenda remains realized at the grassroots level.

4.3. Challenges and Obstacles

While the Aisyiyah Girls' Orphanage has directly contributed to the achievement of SDG 4 at the local level as an active civil society actor in global governance, the orphanage remains subject to limitations, such as structural challenges and obstacles. These challenges and obstacles stem not from the orphanage's lack of commitment as a civil society actor, but from the realities experienced by non-state actors in the global governance system.

Although the Aisyiyah Girls' Orphanage is a civil society actor helping to achieve SDG 4, several structural issues hinder the refinement of its programs. One such obstacle is financial constraints: the annual food aid provided by the Social Services Agency is used to meet the food needs of foster children, allocated by the orphanage to three recipient groups: 21 foster children in dormitories, 15 foster children outside dormitories, and 16 elderly adults. As these funds are intended for food, the orphanage does not allocate them to other activities such as schooling, travel, or other expenses. To meet other support needs, the orphanage actively seeks donors and creates businesses by selling everyday items such as necessities and bottled water. Financial constraints also slow down improvements to basic infrastructure, such as renovating the orphanage. Regarding educational costs, the orphanage's management and head are actively seeking donors and registering for the Dr. Gamal Smart Indonesia Program (PIP), hoping to help offset the additional educational costs (Cholifah, 2025). Funding for NGOs often relies on traditional funding, often targeted at NGOs by donors who have greater confidence in the performance of civil society organizations. This sometimes stems from a lack of trust in the effectiveness of government operations. Funders' trust in NGOs allows them to fulfill their roles optimally (Arhin, 2016). These financial limitations illustrate a fundamental vulnerability common to civil society actors in global governance: dependence on external funding can create instability that may undermine the consistency of their SDG contributions; however, as explained above, they are also actively pursuing education.

In terms of human resources, the orphanage has only one caregiver who helps care for the 21 foster children in the dormitory. Caring for foster children in junior high and high school grades can be considered a relatively lighter workload in daily life outside of school, as foster children are mature enough to live independently. However, challenges remain in the aforementioned daily business lives. The limited time for foster children, coupled with the business's operational schedule, to assist with the delivery of large quantities of merchandise, also presents difficulties for orphanage caregivers. Strengthening human resources can be a particular challenge, given that orphanages frequently experience additional management, but quickly demonstrate difficulty finding and retaining dedicated caregivers. This human resource constraint illustrates the dependence of civil society on devoted individuals, creating staffing vulnerability.

In terms of learning, most foster children can participate effectively in teaching and learning activities, although some experience learning difficulties, such as difficulty understanding English due to a lack of basic understanding and an ingrained mindset of inability. Therefore, the orphanage actively seeks volunteers or teachers who can assist with the English language learning program during informal sessions, usually held after Maghrib prayers. Psychosocially, foster children often experience homesickness, a common experience for individuals living far from home. The policy of returning home

before the Ramadan holidays helps alleviate homesickness. Although homesickness sometimes occurs, the relationships between foster children at the orphanage are very positive. Conflicts remain within the normal limits of adolescent disagreements, and both junior high and high school students continue to support one another.

Geographically, the high school and the orphanage are located far apart. To overcome this distance, the orphanage rents public transportation to pick up and drop off high school students. The junior high school students go to school with the high school students in the same vehicle and walk home because the school is much closer than the high school (Cholifah, 2025). Coordination with the junior high school continued to run smoothly, with direct communication between the school and the orphanage management. For high school students, coordination is easier and more organized because the head of the orphanage also serves as the principal, allowing for quick and easy communication regarding the children's development and problems (Mafrukhah, 2025). However, overall challenges have shown limited resources, including financial, human resources, and infrastructure, which are significant obstacles for civil society actors to maximize their roles. This highlights the importance of comprehensive support from the government and other stakeholders so that civil society can contribute to global governance, such as SDG 4.

5. CONCLUSION

From the discussion, it can be concluded that the role of civil society is crucial in realizing and paving the way for change in global political perspectives through three main mechanisms: governance has multiple levels, governance is not limited to the government; it can involve organizations and non-governmental organizations; governance involves multiple actors; and finally, governance is implemented through various identities, no longer based solely on nationalism. This study examined the role of the LKSA 'Aisyiyah Girls' Orphanage as a civil society actor in global governance. This study explains the role of LKSA Putri 'Aisyiyah as a global civil society actor. In realizing the SDGs, orphanages act as bridges between the community and the government, as well as supervising by monitoring the educational progress of each foster child and periodically reporting the use of social assistance funds to the social services. This study explains that civil society can also act as an extension of the government in international politics, especially in global governance at the local level. LKSA Putri 'Aisyiyah in Junrejo plays a role in realizing SDG 4, namely, quality education. The three main ways to achieve the goals are through free education, education that can support financial needs, such as entrepreneurship, and eliminating educational discrimination. This is a form of support from the orphanage to children in need of early childhood education. The orphanage also collaborates with the Batu Social Service to receive annual food assistance and provide periodic reports on children's conditions. This demonstrates the collaboration between welfare institutions and the local government in governance. The role played by the orphanage and its cooperation with the local social service illustrates the multi-actor role in global governance at the local level, as a manifestation of efforts to achieve SDG 4. As an institution focused on community welfare issues, especially children, LKSA Putri 'Aisyiyah in Junrejo was established with the mission of improving the welfare of communities in need, not only for children but also for older adults, such as the elderly.

The implications of this research are that the role of institutions or NGOs in global governance, such as the SDGs, can be implemented and help facilitate the government's policy mapping, especially for areas that are not yet visible or accessible to the government. This study explains the three global roles of civil society carried out by LKSA Putri 'Aisyiyah Junrejo: acting as a liaison with the community and also a liaison with the local government. Not only being a liaison, but LKSA Putri 'Aisyiyah also has other roles as a supervisor and contributor in efforts to realize SDG 4 quality education through its programs. In the liaison role, equal cooperation between the government and welfare institutions can help realize the SDGs, especially in education, as explained in the study above. However, this study only highlights one welfare institution, namely LKSA Putri 'Aisyiyah, as the primary focus of this study. Thus, global civil society has become evident as a strategic partner in building better global governance, and its

role will be even stronger and more critical in the future. It is hoped that further research will examine the role of various civil society organizations in Indonesia to gain a deeper understanding of how civil society can take initial steps to become a local actor within the framework of global governance. Furthermore, future follow-up studies could deepen the role of faith-based organizations in other sectors, such as economic empowerment, to broaden ideas about civil society's contribution to global governance.

Ethics Approval

The research was conducted adhering to the ethical principles of qualitative research. No formal ethics approval was required because the study involved voluntary interviews with participants who had provided informed consent.

Informed Consent Statement

All participants were informed about the purpose of the study. Participation was voluntary, and all data was used for research purposes only.

Authors' Contributions

The main author was responsible for data collection, analysis, and manuscript preparation. The other authors provided guidance, feedback, and review throughout the manuscript preparation process.

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The authors declare that they have no conflicts of interest.

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Notes on Contributors

Tarissa Aritsa Sabil
Tarissa Aritsa Sabil is a student at the University of Muhammadiyah Malang, under the Faculty of Social and Political Sciences. She is currently a final-semester student in the International Relations program. Focus on the relationship between global governance and global civil society. The research examines how organizations use education programs to achieve SDG 4, namely quality education.

Hafid Adim Pradana
Hafid Adim Pradana, M.A. is lecturer of International Relations at University of Muhammadiyah Malang (UMM), focuses on Foreign Policy and Global Politics, and European regional studies. In his current role, he publishes scientific articles at national and international-accredited journals. In concurrent roles, he gives presentations at seminars and workshops, and serves as 'Head of the Study Program' at UMM.

M. Subhan Setowara

M. Subhan Setowara, M.A. is lecturer of international relations at the University of Muhammadiyah Malang (UMM), specializing in Islamic politics. In addition to his academic pursuits, he is involved in the Muhammadiyah Central Leadership's international relations division and is the Executive Director of the Smart Reading House (RBC) at the Malik Fadjar Institute.

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