

## **Exploring the Level of SDGs Awareness Among Students of the Faculty of Education and Teacher Training at UIN Prof. K.H. Saifuddin Zuhri**

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**Abstract:** This article discusses the level of awareness and commitment to sustainable actions among students in achieving the Sustainable Development Goals (SDGs). It examines the students' responses to different indicators, particularly their prioritization of SDGs in future work. The findings indicate that while overall action dimension awareness may be low, there is a higher level of awareness and commitment to sustainable actions when considering specific indicators. The majority of students prioritize quality and inclusive education as their main focus, recognizing its crucial role in sustainable development. This reflects their willingness to contribute to achieving the SDGs through concrete actions and becoming agents of change. The article emphasizes the importance of fostering an inclusive and sustainable educational environment to accelerate progress towards the SDGs and drive positive transformations in communities.

**Keywords:** Indoensia; SDGs awareness; Survei; Student

### **A. Introduction**

The Sustainable Development Goals (SDGs), adopted by the United Nations in 2015, represent a global roadmap to address pressing social, environmental, and economic challenges (UN General Assembly, 2015). These goals aim to eradicate poverty, promote gender equality, combat climate change, and ensure access to quality education, among other important objectives. The Sustainable Development Goals or Global Goals are a collection of seventeen interlinked objectives designed to serve as a shared blueprint for peace and prosperity for people and the planet, now and into the future (International Council for Science & International Social Science Council, 2015). The SDGs are: 1) no poverty; 2) zero hunger; 3) good health and well-being; 4) quality education; 5) gender equality; 6) clean water and sanitation; 7) affordable and clean energy; 8) decent work and economic growth; 9) industry, innovation and infrastructure; 10) reduced inequalities; 11) sustainable cities and communities; 12) responsible consumption and production; 13) climate action; 14) life below water; 15) life on land; 16) peace, justice, and strong institutions; and 17) partnerships for the goals. The SDGs emphasize the interconnected environmental, social and economic aspects of sustainable development by putting sustainability at their center (Stibbe & Prescott, 2020).

Amidst the growing importance of the SDGs, it is crucial to gauge the level of awareness and understanding among different target groups, including university students (Aleixo et al., 2020; Gafoor, 2012; Manolis & Manoli, 2021). As future educators and scholars, students of

the Faculty of Education and Teacher Training at UIN Prof. K.H. Saifuddin Zuhri Purwokerto play a vital role in shaping the minds and actions of future generations.

Understanding the level of SDGs awareness among this specific group of students can provide valuable insights into the effectiveness of relevant educational programs and initiatives. By assessing the extent to which these students are familiar with the SDGs and their potential contributions in achieving them, necessary steps can be taken to enhance their comprehension and engagement in sustainable development efforts (Berchin et al., 2021; Clark et al., 2020; Liu & Gao, 2020; UNICEF, 2022; Yuan et al., 2021).

Therefore, this article aims to explore and analyze the SDGs awareness among students of the Faculty of Education and Teacher Training at UIN Prof. K.H. Saifuddin Zuhri Purwokerto. By conducting a survey, the article seeks to identify the level of knowledge, understanding, and involvement of these students in relation to the SDGs. The findings of this research can serve as a basis for developing targeted initiatives and educational interventions to increase universities' contribution to sustainable development initiatives and goals.

## **B. State of The Art**

State of the art research in this area of study is relatively limited, particularly regarding SDGs awareness among students of the Faculty of Education and Teacher Training at UIN Prof. K.H. Saifuddin Zuhri Purwokerto. However, several studies have explored SDGs awareness among university students in general, providing valuable insights that can be compared and drawn upon.

A study conducted by Huda, Ghani, and Darwis (2019) titled "Assessing the Awareness of Sustainable Development Goals (SDGs) among University Students in Malaysia" investigated the level of SDGs awareness among undergraduate students in Malaysia. Through a survey questionnaire, the study found that the overall awareness level of SDGs among the students was moderate. However, it highlighted the need for targeted educational interventions to enhance students' understanding and awareness of the SDGs.

Another study by Li, Wang, and Qiao (2021) titled "Assessing the Understanding and Awareness of the SDGs Among University Students in China" examined the knowledge and understanding of university students in China regarding the SDGs. Their findings revealed that while the students had a relatively high level of awareness, there were knowledge gaps and misconceptions about specific goals. The study emphasized the importance of integrating SDGs into university curricula to improve students' understanding and engagement with sustainable development.

Based on these previous studies, it can be inferred that there is a need to further investigate SDGs awareness specifically among students of the Faculty of Education and Teacher Training at UIN Prof. K.H. Saifuddin Zuhri Purwokerto. This research aims to contribute to the literature by providing a localized perspective on the level of SDGs awareness and understanding among students in this specific context.

## **C. Methods**

In this research, the method used is a survey study using questionnaires. The sample consists of 50 second-year students from the Islamic Elementary School Teacher Education or

Pendidikan Guru Madrasah Ibtidaiyah (PGMI) program, 50 students from the Islamic Early Childhood Education or Pendidikan Anak Usia Dini (PIAUD) program, and 50 third-year students from the Mathematics Education or Tadris Matematika (TM) program, making a total of 150 respondents.

The questionnaire used is a synthesis of a global survey on SDG awareness conducted by the United Nations, and had conduct by previous research. This questionnaire has been tested for reliability and validity in previous research and is used as a measurement tool in this study. Tabel 1 show the dimensions measured in the questionnaire.

**Tabel 1. SDGs Awareness Questionnaire Construct**

Dimensions	Component
1. Awareness. Measures the level of knowledge and understanding of the respondents about SDGs as a whole. Questions in this dimension include knowledge about the SDG goals and related issues.	1.1 Receive sustainability information
	1.2 Know the meaning of sustainability and SDGs
2. Priority. Measures the level of awareness of the respondents on the importance of achieving SDG goals. Questions in this dimension include the respondents' assessment of the urgency and relevance of SDG goals in the local context.	2.1 Organizing SDGs priorities on an individual basis
	2.2 Organizing progress on prioritized SDGs
3. Action. Measures the level of involvement and contribution of the respondents in achieving SDG goals. Questions in this dimension include concrete actions taken by the respondents to support SDG goals.	3.1 Responding to sustainability in individual decision-making
	3.2 Perceptions of sustainability in performance sectors, improvement potential and individual responsibility

Data collected through the questionnaires will be analyzed descriptively using percentages, means, and graphs to provide an overview of the levels of awareness, priority, and action related to SDGs among students in the three different programs.

This method will provide empirical data on the level of awareness and understanding of students about SDGs, as well as their level of involvement in achieving those goals. The results of this research can provide a better understanding of the SDG awareness levels among students in education programs, which can be used as a basis for designing relevant teaching programs and promoting SDG awareness among students.

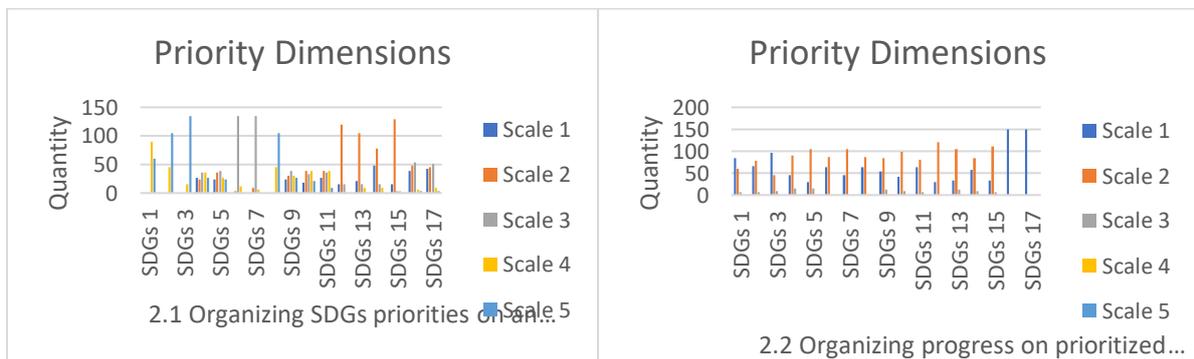
#### **D. Results and Discussion**

The survey results showed no significant difference from the three samples taken from three different study programs. The survey results show that most students have low awareness in terms of the awareness dimension, with around 90% of students being on scale 1 (Figure 1). This shows that efforts are still needed to increase students' awareness of sustainable development issues.



Figure 1. Questionnaire results on the awareness dimension scale

However, on the priority dimension indicator 2.1, around 85% of students are on a scale of 4-5 in terms of the economic and social SDGs (Figure 2). This shows that the majority of students have a high priority on these issues, such as SDGs 1 - no hunger, SDGs 2 - no poverty, SDGs 8 - decent work and economic growth, and SDGs 3 - good health and well-being.

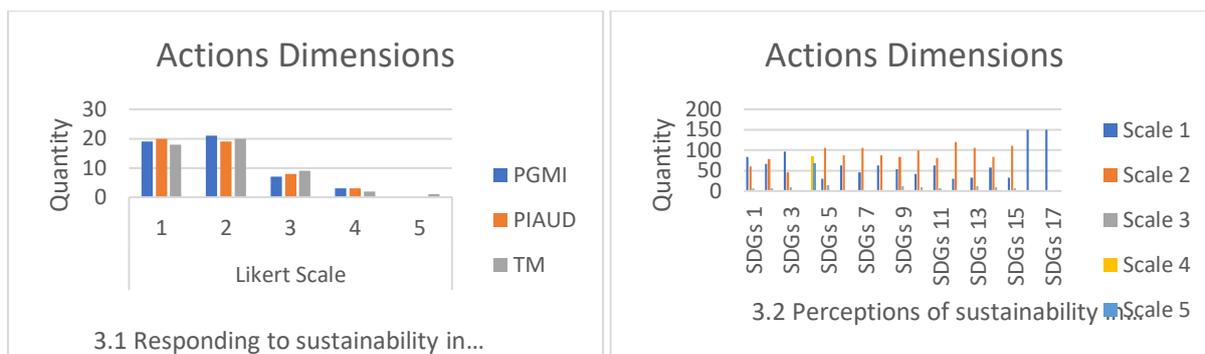


Picture 2. Questionnaire results on the priority dimension scale

Meanwhile, the majority of students are on a scale of 1-2 in terms of the nature dimension, which shows their prioritization of issues such as SDGs 14 - life below water, SDGs 15 - life on land, SDGs 13 - climate action, SDGs 12 - responsible consumption and production. Then, the majority of students are at scale 3 in terms of the life support dimension, which highlights the importance of issues such as SDGs 6 - clean water and sanitation as well as SDGs 7 - affordable and clean energy.

In addition, the majority of students chose scale 1 and 2 answers in terms of indicators 2.2 related to SDGs integration provided by the university in their study program (Picture 2). This shows that there is still a need to improve the understanding and integration of SDGs in the university curriculum so that students are more aware and involved in the implementation and achievement of SDGs.

However, when students are asked about - I use sustainability criteria (feasible, inclusive and equitable) as decision-making considerations, only about 5% of students answered on a scale of 4-5 in terms of the indicator 3.1 (Figure 3), indicating that few students pay attention to the criteria of feasible, inclusive and fair as well as sustainable criteria in their actions. This shows that efforts are still needed to encourage students to pay more attention to these aspects in their actions.



**Figure 3. Questionnaire results on the actions dimension scale**

In the previous discussion, it was mentioned that only about 5% of students answered on a scale of 4-5 in terms of the action dimension. However, when we look at perceptions of sustainability in performance sectors, improvement potential and individual responsibility indicators (indicator 3.2), such as the impact of future work on the SDGs, the number of students reflecting higher awareness of sustainable actions on education is higher. In this regard, 90% of students answered on a scale of 4-5 when asked about which SDGs they prioritize in their future work. The majority of students chose the goal of quality and inclusive education in SDGs 4.

This choice shows that students want to play a role in achieving the SDGs through sustainable and inclusive education. They recognize that quality and equal education plays a crucial role in sustainable development because good education can provide fair access and opportunities for all individuals to grow and thrive.

By choosing the goal of quality and inclusive education, students demonstrate their commitment to creating an education system that provides fair access, good quality, and relevant education for all individuals, regardless of their social, economic, or status backgrounds (Chisingui & Costa, 2020; Clark et al., 2020; Liu & Gao, 2020; Tan, 2019).

This demonstrates the awareness and hope of students to become agents of change in achieving the SDGs through concrete actions, especially through an inclusive, innovative, and sustainable educational environment. By prioritizing education in their future work, students can help accelerate the achievement of the SDGs and drive positive change in their communities.

## E. Conclusion

In conclusion, the analysis of students' responses reveals that while overall action dimension awareness may be low, there is a higher level of awareness and commitment to sustainable actions when it comes to specific indicators, such as prioritizing SDGs in future work. This indicates that students recognize the importance of sustainable actions and are willing to contribute towards achieving the SDGs. The majority of students prioritized quality and inclusive education as their main focus, understanding that education plays a critical role in sustainable development. This reflects their desire to create an inclusive and equitable education system that provides opportunities for all individuals to thrive. Therefore, students show great potential in becoming agents of change and driving positive transformations towards achieving the SDGs through concrete actions.

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