

Educulture Entrepreneurship As An Innovation To Improve The Quality Of Education: An Analysis Of Achieving Sustainable Development Goals (SDGs)

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ABSTRACT

Education is a complex and continuous process that involves the transfer of knowledge, skills, values and culture from one generation to the next. The teaching and learning process is an investment in character building, creativity and leadership. Education is also a major milestone in shaping the entrepreneurial character of students based on innovation by utilizing local wisdom. Local wisdom itself has not been fully developed and well managed, especially local wisdom in remote and underdeveloped areas. Education in Indonesia is currently facing a number of challenges that can affect the effectiveness of the education system as a whole. Some of the problems that can be identified are the existence of educational inequality in various regions, the high unemployment rate after graduating from school, the lack of educators, the lack of learning materials at school, and the immature character education of students. This writing aims to find out and explain how the Educulture Entrepreneurship strategy in improving the quality of education in Indonesia is analyzed from the Sustainable Development Goals. The research method used is descriptive-qualitative research with data collection techniques in the form of interviews, observations, and literature studies from several sources of books and relevant scientific articles. The result of this research is that collaboration between education, local wisdom, and entrepreneurship is an effective way to improve the quality of education in Indonesia. Through an educational innovation program with the theme of Educulture Entrepreneurship, namely conducting an Indramayu mango development project. This can be an educational curriculum development, developing PjBL-based learning projects, developing creative, innovative, and collaborative learning, empowering research-based local wisdom, developing MSME products, creating sustainable entrepreneurial opportunities, creating educational tourism for junior and senior high school students, providing training for students, and can be a forum for empowering local communities to the creation of IPR.

Keywords: *Quality Education, Educulture Entrepreneurship, SDGs.*

Introduction

The Sustainable Development Goals (SDGs) are a set of goals set by the United Nations in 2015 to achieve sustainable Development worldwide by 2030. The SDGs cover multiple dimensions of development, including poverty eradication, hunger reduction, good health, quality education, gender equality, environmental protection, and inclusive economic growth. The education goals in the SDGs specifically emphasize the importance of ensuring universal access to quality education, promoting gender equality in education access, and enhancing relevant skills for sustainable development. (Maryanti et al., 2022) By prioritizing quality education, we can strengthen the foundation for sustainable and inclusive progress towards the SDGs.

Quality education and the sustainable development goals set by the United Nations (UN) are two interrelated pillars in the effort to build a better world. Quality education is a fundamental human right and the foundation for social, economic and political development. (Hidayat, 2022) Through quality education, individuals can develop their full potential, improving the skills, knowledge and understanding needed to participate actively in society and the economy. This sustainable development goal will not work by itself without cooperation between the government and Indonesian youth as the nation's assets.

Youth have an important role in building a country. The country will not progress without the participation of youth. Youth are the pioneers of the development and progress of the times. They will face many challenges in the current era, where the flow of technology moves very fast and the times are uncertain. The role of youth today is very important and will even determine the progress of the nation and state. As the next generation of the nation, we stand to have the ability to change the fate of the Indonesian nation for the better. Not a few young people are complacent about the sophistication of technology and become the target of its negative side. Youth must also actively participate in social activities and act as agents of change. (Nasrullah, 2022)

One of the problems in Indonesia that always ensnares youth is low education and high unemployment rates. Therefore, youth are expected to not only play a role as someone who can innovate, but also be able to execute. Youth as agents of change are expected to have an entrepreneurial spirit that has the ability to identify, develop, and realize business opportunities by creating, managing, and developing new businesses. In modern economics, entrepreneurship is considered as the main motor of economic growth because entrepreneurs often create new jobs, produce innovations, and increase efficiency in the economy. Thus, entrepreneurship plays an important role in driving social economic progress. (Blankestijn et al., 2021)

Based on the explanation above related to Efforts to Improve Quality Education through Educulture Entrepreneurship: Analysis of Achieving Sustainable Development Goals (SDGs), this research formulates the following problems: 1). What is the current condition of education in Indonesia? 2). What is Educulture Entrepreneurship? 3). How to improve quality education through Educulture Entrepreneurship?

Methods

The method used in this research is descriptive-qualitative. Descriptive methods usually describe data on the variables being studied, so that comprehensive information is

obtained about each variable based on predetermined categories. This method solves the problem of explaining and writing the subject matter and target of the current study (a person, institution, society, etc.) based on existing data. The data for this study came from documents, observations, and interviews conducted at the research location. The researcher analyzed the data in three ways: data reduction, data presentation, and conclusion writing. (Sulaiman Saat & Sitti Mania, 2020)

Result

A good education is essential for the progress of a nation. Education not only functions as an "agent of change" for the younger generation who will be the successor of the nation, but must also function as an "agent of producer" in order to make a real transformation. Indonesia is an archipelago Republic, with a population of 275.36 million people. Law number 20 of 2003 on the National Education System regulates the current education system in Indonesia. In Indonesia, there are three main channels of education: formal, non-formal and informal.

Educulture Entrepreneurship is an abbreviation derived from the English word, "Edu" which means education. "Culture" which means culture/local wisdom. "Entrepreneurship" which means entrepreneurship. Educulture Entrepreneurship is an educational innovation that has a goal of achieving sustainable development that not only focuses on learning, but also preserves regional local wisdom and creates business opportunities to improve the economy and can reduce the unemployment rate graph in Indonesia. (Nurasiah et al., 2022)

The Educulture Entrepreneurship approach has great potential to improve the quality of education by developing skills, attitudes, and knowledge relevant to future needs. This not only prepares learners for personal success, but also to contribute to sustainable economic, social, and environmental development. (Nuraeni, 2022)

The analysis conducted on the achievement of Sustainable Development Goals (SDGs) through Educulture Entrepreneurship innovation in education can contribute to the sustainable development goals. The analysis on the Educulture Entrepreneurship approach in education focused on Goal 4 (Quality Education) and Goal 8 (Decent Work and economic Growth). (Nasrullah, 2022) This involved measuring the impact of the approach on access, quality, and relevance to education and the ability to create jobs and economic opportunities. It also includes evaluating curriculum design, teacher training, education infrastructure and the necessary policy support. The analysis of challenges and opportunities in Educulture Entrepreneurship in terms of policies, educational practices and influencing environmental factors can help to improve the effectiveness and sustainability of these innovations. (Napitupulu et al., 2021) Educulture Entrepreneurship is expected to be a recommendation for policies and best practices that can improve the quality of education to achieve sustainable development and can be a suggestion in terms of curriculum improvement, teacher training, collaboration between schools and businesses.

Discussion

Condition of Education in Indonesia

The existence of a system that regulates national education does not rule out the possibility that Indonesia still has problems regarding the quality of education. The problem of education is about how we can manage an empowerment that exists in society, especially culture or characteristics in each region so that culture in Indonesia can develop. In addition, there are several problems that can be identified. First, educational

inequality in various regions is caused by the economy, accessibility to education, educational infrastructure, learning culture and educational policies implemented by local governments. (Kurniawati, 2022).

Thirdly, the shortage of educators and lack of teacher training in Indonesia is also a serious problem in education. This can have far-reaching impacts including a decline in the quality of education, an increase in student-teacher ratios, teacher professional development and difficulties in providing equitable and quality education for all learners. Fourth, there are limited learning resources for learners, especially in rural or remote areas, where access to physical learning materials or technology to support the learning process is limited. (Nasution, 2006)

Fifth, the character education of learners who are emotionally or mentally immature due to environmental influences, lack of awareness, or lack of attention from the family. Therefore, it is necessary to provide opportunities for learners to practice character values through practical activities and real experiences that can help them strengthen their understanding and skills. (Salirawati, 2021) Sixth, the need to review the education curriculum regularly so that it remains relevant to the needs of the times and can prepare students to face future challenges.

Educulture Entrepreneurship

Educational innovation with the theme of Educulture Entrepreneurship can be seen concretely through the development of the indramayu mango project. The development of the indramayu mango project is motivated by 21st century learning which includes critical thinking skills, collaboration, communication, and creativity. This project also hones hard skills and soft skills by preserving local wisdom and building a sustainable economy. (EduExecutor Team, 2024.)

Educulture Entrepreneurship mango indramayu has 4 main objectives in its development. First, it becomes a forum for educultural-based entrepreneurship training. Second, there is guidance for small and medium enterprises in the community (UMKM). Third, to raise the potential of local wisdom of the surrounding community. Fourth, as a revolution in thinking about the perspective of entrepreneurship, innovation, and business opportunities.

The development of the Indramayu mango project begins with building cooperation in formal and non-formal educational institutions, ranging from junior high school, high school, and college levels. This project also collaborates with local communities, students, indramayu mango farmers, educators, and government agencies. Sustainable activities from the development of the Indramayu mango project with the theme of Educulture Entrepreneurship can be an educational innovation by empowering local wisdom and community empowerment, fostering MSMEs, laboratory research and development of Indramayu mangoes and regional economic development through marketing Indramayu mangoes both in modern (market place) and conventional.

Improving Quality Education Through Educulture Entrepreneurship Analysis of SDGs

The Sustainable Development Goals (SDGs) are a set of global targets designed by the United Nations to achieve sustainable development worldwide. The SDGs were introduced in 2015 as a replacement for the previous Millennium Development Goals (MDGs). The SDGs consist of 17 main goals with 169 measurable targets. The goals of the SDGs are to address global challenges faced by the international community such as poverty, health, education, gender equality, clean water, sanitation, clean energy, inclusive

economic growth, and environmental protection. The SDGs also aim to create a more just, sustainable and peaceful world. This program runs from 2016 to 2030 or the next 15 years (Maryanti et al., 2022).

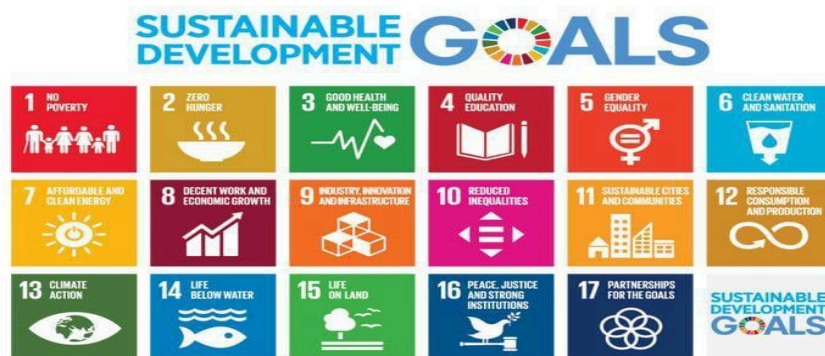


Figure 1. Sustainable Development Goals (SDGs) Program

The development project with the theme of Educulture Entrepreneurship can be an effective means to improve the quality of education in Indonesia:

1. Means of developing relevant skills: through Educulture Entrepreneurship, students can develop skills relevant to the needs of the labor market, such as creativity, innovation, leadership, and critical thinking skills. This can prepare them to face challenges in the real world and take advantage of opportunities.
2. Improving fighting power: in the process of the Indramayu mango project, students can develop fighting power, resilience, and entrepreneurial spirit. From this they can learn to be more productive, and overcome obstacles to face future challenges.
3. Integrating local wisdom: integrating local wisdom with education can not only increase appreciation for local heritage, but also help learners to identify local wisdom-based business opportunities that can benefit their communities.
4. Experiential learning: this activity encourages experiential learning, where learners learn directly with entrepreneurial projects. This allows learners to experience first-hand how theory is applied in practice, enhancing understanding and increasing learning motivation.
5. Builds entrepreneurial attitude: Entrepreneurship education helps in developing entrepreneurial attitudes such as risk-taking, willingness to learn from failure, and ability to adapt to change. This is important to prepare future generations who can become innovators and leaders in various fields.

Conclusion

This research focuses on the current state of education and how to overcome challenges to improve the quality of education. Oriented to the analysis of the Sustainable Development Goals (SDGs) through the Educulture Entrepreneurship program that can provide training and empowerment in the field of education integrated with local wisdom values. Innovation in utilizing natural resources is the main focus, teaching how to do entrepreneurship sustainably while caring for local natural resources. Creating the next generation that is not only intellectually intelligent but also upholds the sustainability of education. The existence of this Educulture Entrepreneurship educational innovation can

effectively overcome the problem of uneven education and improve its quality to advance Indonesia's progress.

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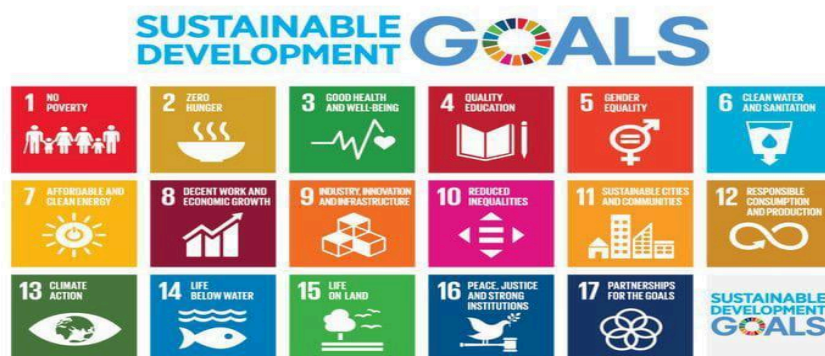


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