

Implementation of Sustainable Development Goals (SDGs) Education Based on Village Funds in Batang District

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ABSTRACT

This writing is to find out and explain the Management of Sustainable Development Goals (SDGs) for Village Fund-based Education in Batang Regency. This research aims to determine the Management of Sustainable Development Goals (SDGs) for Village Fund-based Education, which has been implemented in Batang Regency. The method used in this research is mixed. This research and implementation were conducted in Batang Regency villages, which had a population of village heads and village secretaries of 239 people. Result found that there were main components of management Sustainable Development Goals (SDGs) Village Fund-based education which has so far been implemented in Batang Regency, Planning in the field of education using SDGs data, SDGs Education Planning according to needs, Community Participation of all Education actors including the disabled, and Community proposals according to needs are still not good regarding the level of participation, the Village Fund is strategic for funding activities Sustainable Development Goals (SDGs) Education and Activities Sustainable Development Goals (SDGs) Education really supports increasing Human Resources (HR) in the Village and community participation in implementing development in the Village, The village carries out an evaluation Sustainable Development Goals (SDGs) Education to improve Human Resources, evaluation Sustainable Development Goals (SDGs) Education needs input from society And Sustainable Development Goals (SDGs) Education needs assessment from the District and Dispermades. Conclusion: Management Sustainable Development Goals (SDGs) Village Fund-based education that has been implemented in Batang Regency has been good, but community participation is still lacking, which is ideal and by regulations in Batang Regency. Participatory supervision is needed.

Keywords: Management Implementation, Education SDGs, Village Funds.

INTRODUCTION

There are several reasons why this research is worth doing, namely: First, educational management studies Sustainable Development Goals (SDGs) Education is one of the studies of educational management (Sari et al., 2023). Second, as seen from the regulations, Law No. 6 of 2014 mandates very large Village Funds in villages but the authority is not yet optimal, then in the planning process it uses basic Sustainable Development Goals (SDGs), especially in the education sector, has not been maximized, the implementation and evaluation process also still has many shortcomings (Amedi, 2018). Third, there is still minimal improvement in the implementation of capacity in the Village, even though the Village Fund budget is very large. Fourth, Political dynamics in the Village greatly influence development and empowerment activities in the Village, so in implementation, there are still many shortcomings (Paksi et al., 2024). Development and empowerment in Batang Regency have not been optimal if seen from the planning, implementation, and evaluation process. Fifth, Public services to the people of Batang are not yet optimal.

The implementation of the Village Fund for each village is very large and is used for development and empowerment, one of which is empowerment Sustainable Development Goals (SDGs) Education, 2023 The Village Fund budgeted for empowerment is approximately IDR 80 billion, and activities Sustainable Development Goals (SDGs) The largest portion of education has not been implemented optimally because there is no integrated supervision. One of the important provisions of Law No. 6 of 2014 is the presence of Village Funds sourced from the APBN. Village Funds are expected to provide additional energy for Villages in carrying out Village development and

empowerment, towards a strong, advanced, and independent Village (Eco, S., 2014). The Village Fund is so important and strategic that it is natural that the Village Fund receives a lot of attention from the public because its nominal value is relatively large. Meanwhile, many parties feel anxious about the competence and capability of Village officials in managing Village funds, because many work assignments in the Village are not yet operational. For example, in a Village, there are 11 Village officials, but only 2 to 4 people can do IT, so only those 2 to 4 people work (Syafingi et al., 2020).

Participation is the involvement of citizens in the entire decision-making process, starting from the planning, implementation, and evaluation processes. Participation means opening up space for anyone to get involved in the political process, especially poor community groups, minorities, small people, and especially women because women's participation in receiving village community development is the duty and responsibility of the village head (Mcewan, 2008).

Currently, the quality of human resources in the village can be said to be still quite low and not yet ready. Seeing that education is still low in the village today is still a bit worrying, both in terms of facilities and infrastructure. Some citizens have not fulfilled their right to obtain a decent education as stated in the 1945 Constitution, article 31, paragraph 1, namely "Every citizen has the right to receive an education." (Susanti & Sari, 2021). Meanwhile, increasing the implementation of capacity in Villages has often been carried out since the existence of the Village Fund; in fact, almost every fiscal year each Village carries out training activities for Village officials, but there has been no good improvement regarding Human Resources (HR) for Village officials. If we look at the Human Resources (HR) Theory (Wahyudi et al., 2020), it is interpreted as one of the most important factors in a village, seen from other factors besides business capital. Therefore, Human Resources (HR) must be managed well so that the effectiveness and efficiency of the Village government can increase. Judging from the condition of Human Resources (HR) in the Village, it is very less effective, because many are old and their performance is not optimal, as seen from the job description which is not working, where the number of village officials is between 10 and 13 people, only 2-3 people work because they work with technological developments while those who want to learn. So, increasing the capacity of village officials is now very important in order to make a significant contribution to the effectiveness of implementing the Village Law, and to create an advanced, independent, and prosperous village. Including the ability to carry out the main tasks and functions of village government officials. Such as the areas of village government management, preparation of village development plans, and management of village finances, and assets (Abustan, 2022).

Capacity building in Batang Regency can be achieved through training and education attended by village heads and village officials. Some of the training that has been attended by Village Heads and Village Apparatus in Batang Regency is village financial training, village government management training, village apparatus training, archives technical guidance training, village economic implementation training, training on procedures for empowering village-owned enterprises, and village integration, although maximum results have not yet been seen. Village issues cannot be separated from political dynamics in the Village, the Village Head, as supra-village is very influential and dominates the entire development and empowerment process in the Village, from the planning process, and implementation process, to the evaluation process (Ibnu Riza & Islamy, 2020).

Village development planning is a staged process of activities carried out by the Village Government involving the Village Consultative Body (BPD) and community elements in a participatory manner to utilize and allocate village resources to achieve sustainable village development goals. The aim is to improve the welfare of village communities through various development programs that suit the needs and potential of the village. Village development planning consists of 4 (four) stages, namely: 1. Preparation of plans; 2. Determination of plans; 3. Control of plan implementation; and 4. Evaluation of plan implementation. Village development planning is said to be good if the process involves the participation of important groups in the village community such as farmer groups, breeder groups, fishermen, arts and culture groups, workers, education workers, health workers, PKK, craftsmen, MSME movers and actors, youth, community leaders, religious leaders, human empowerment cadres, village assistants, TSKS assistants, PKH companions, labor representatives, disabled people, RT, RW (Rahmawati et al., 2023)

Community involvement is very necessary to achieve sustainable development goals or Sustainable Development Goals (SDGs) in the Village because they know fully about their problems and needs, the community also truly understands the condition of the social and economic environment of their community, the community is also able to analyze the causes and consequences of various events in the community, the community can formulate

solutions to overcome the problems and obstacles they face, They can utilize the development resources they have to increase production and their community, namely increasing community welfare so that the community needs to be involved in the planning and implementation process in development and empowerment in the Village (Alamsyahbana et al., 2024). How to achieve goals, Sustainable Development Goals (SDGs) are done by localizing Sustainable Development Goals (SDGs) from global to national and then localizing again to the provincial and district levels. This was conveyed by the Minister of PDPT Villages for localization of Sustainable Development Goals (SDGs) globally to the Village level to facilitate implementation at the Village level (Del Arco et al., 2021) .

Unfortunately, the implementation of the planning process in the Village uses data Sustainable Development Goals (SDGs) Education still has many shortcomings due to the influence of Village politics, the planning process should be followed by all representatives of community elements without exception, including the disabled, but what happens is that many groups of people who are close to the supra-Village participate. So that the implementation of the village planning process is less than optimal. If the planning process is still not good, it will impact the implementation and evaluation process as well (Saputra et al., 2021).

In the process of implementing village development and empowerment, Village Development is still not optimal in its implementation due to the perception that supra-villages do not yet have a vision and mission for the future to empower villages. This has been proven by the lack of development of Village-Owned Enterprises in every Village in Batang Regency. Village-owned enterprises have not been able to develop also because of changes in BUMDesa management due to supra-village changes, where changing Village Heads involves changing BUMDesa administrators. This means that village political dynamics greatly influence the village development and empowerment process (Wahed et al., 2020). Community empowerment is one of the Village government's programs in utilizing all available resources so that they can develop and help the village's progress process. The targets in this community empowerment program cover all areas, starting from government, institutions, health, community economy, technology, and education (Nikkhah & Redzuan, 2010).

Village politics influence village progress, then maximum assistance is needed at the village level because the Village Fund aims to make villages independent. Of the 239 villages in Batang Regency in 2023, only 1 village will be categorized as an independent village based on the verification of the 2023 Village Development Index (IDM) measurement results by the Standard Operating Procedures (SOP) for measuring the development status of IDM Villages in 2023. Therefore, Batang must increase economic growth from the bottom, which focuses on the growth and development of the sector. Local businesses and industries that have a production base based on local resources .

Judging from the problems above, villages in Batang Regency still have many problems in advancing development and village empowerment, in particular, Sustainable Development Goals (SDGs) Education, and management theory in the village have been implemented, it has been proven that the planning, implementation and evaluation process of development and empowerment has been running every year but it has not been optimal, in theory, the planning process has been good, but the implementation has not been optimal because participation is still influenced by political dynamics, meaning that village political theory has a great influence on the development and empowerment management process in the village, especially the theory of Human Resources (HR) in the Village with evidence that the human resources of Village officials are not yet ready due to political factors in the village (Nazar et al., 2018) . So far, with management theory, HR theory, and political theory in the village, implementation has not been optimal and is still a problem, so there is a need for a solution approach with participatory supervision theory because, with participatory supervision in the village, all implementation becomes open and can be known by all elements including the community, with openness it can minimize problems in the development and empowerment management process in the village so that it can be maximized (Buele et al., 2020) Looking at previous research regarding the implementation of management, there has been a lot of research, especially on the implementation of training management, implementation of learning model management, implementation of models, implementation of training, and related research. Sustainable Development Goals (SDGs) also have a lot. In this research update, the researcher focuses on the implementation of village fund management related to activities of Sustainable Development Goals (SDGs) in the field of education in Batang Regency, Village Funds used for SDGs in the field of education can be effective and this research develops the quality of education in the village, so we think it is appropriate to carry out further research because no one has researched it (Permatasari et al., 2021) .

METHODS

Research Design

Study this is research mix methods, namely a research step that combines two forms of research approaches, namely qualitative and quantitative (Suhron, 2024). Mixed research is a research approach that combines qualitative research with quantitative research (Creswell, 2014). Meanwhile, mixed methods is a research method that combines two research methods at once, qualitative and quantitative, in research activity, so that more comprehensive, valid, reliable and objective data will be obtained. An approach mix of methods is needed to answer the problem formulation that has been summarized in chapter I the first problem formulation can be answered using a qualitative approach, and the second problem formulation can be answered using a quantitative approach (Sugiyono, 2019). This is done to find problems in the field, which will provide new understanding for each pencak silat school as an option for solving problems.

Data Sources and Research Subjects

The location of this research and implementation was carried out in villages in Batang Regency with a population of Village Heads and Village Secretaries of 239 people. The trials in this research consisted of 30 villages. The aim is to practice implementing Village Fund-based Education SDGs Management.

Data Collection Techniques

In this research, qualitative and quantitative data sources were used. The qualitative data collected comes from comments and suggestions. For qualitative data, descriptive percentage analysis will be used from instruments that have been created according to management implementation. Results for management implementation are carried out when Village development planning takes place.

Quantitative data in the form of scores/numbers is obtained based on the percentage of questionnaire answers distributed. Quantitative data comes from answers to questionnaires regarding the implementation of SDGs Education management in Batang Regency, and then compared with expert/expert input.

Data Collection Instrument

In this research, researchers used open questionnaires, Likert scales, and interview notes to collect data: (a) Unstructured interviews, this activity were carried out by researchers to collect management implementation data, This open questionnaire was conducted by researchers to collect evaluation data from management experts, with answer criteria: 4 = very high, 3 = high, 2 = low, and 1 = very low. Closed questionnaires are used by researchers to: (1) analyze needs; and (2) analyze criticism and suggestions, (b) Questionnaires are given to training participants to implement management, (c) Recorded notes of Focus Group Discussions (FGD) involving management experts/experts regarding the implementation of management. The instrument was developed, and then validated by: (a) Prediction Validity (predictive validity), this method is used with consultation activities towards a management concept that was developed, (b) Content Validation (Content validity), this method is used with consultation activities on existing instruments. Instrument validation with experts is carried out by: (a) Conduct dialogue with experts to see the validity of the instrument, (b) Carry out management implementation trials, then identify problems that can arise, and then use them as material for improvement.

Data Analysis Techniques

Quantitative Descriptive Analysis

This analysis technique is used to describe research data obtained from questionnaires filled in by respondents. The criteria for this quantitative description are: very good, good, poor, and not good (Arikunto, 2002: 180). Analysis was carried out using computer assistance with SPSS Software Version 24.0.

Qualitative Descriptive Analysis

This analysis is carried out by: (1) making a summary report of the results of observations in the field, documenting the main points relevant to the research focus; (2) grouping them systematically according to their categories or based on the classification that has been made; (3) display data in figures or tables; (4) compare and analyze data in detail; (5) draw conclusions, imply implementation, then recommend implementation. To maintain validity, reliability, and

objectivity, tests can be added: credibility, dependability, confirmability, and transferability.

RESULTS AND DISCUSSION

Model Factual Management Sustainable Development Goals (SDGs) Village Fund-based education.

This research activity began with a survey of thirty villages in fifteen sub-districts in the category of developing and advanced villages, namely Batang sub-district (Kalipucang Kulon and Rowobelang), Warungasem sub-district (Terban and Kalibeluk), Wonotunggal sub-district (Dringo and Brokoh), Bandar sub-district (Pesalakan and Tambahrejo villages), Pecalungan sub-district (Bandung and Selokarto villages), Blado sub-district (Pesantren and Bawang), Reban District (Pacet and Sojomerto), Bawang District (Sidoharjo Village and Candigugur Village), Tersono District (West Harjowinangun Village and Durenombo Village), Limpung District (Tembok and Limpung), Gringsing District (Kebondalem Village and Surodadi Village), Banyuputih District (Kalikali Village and Dlimas Village), Subah District (Menjangan Village and Keboangan Village), Tulis District (Simbang Village and Sembojo Village), Kandeman District (Cempereng Village and Botolam Village). The results of the initial survey, among other things, found that there were main components of management, Sustainable Development Goals (SDGs), and Village Fund-based education, which has so far been implemented in Batang Regency. Management components Sustainable Development Goals (SDGs) Village Fund-based education, namely the planning function, implementation function, and evaluation function. Data collection for this factual model was carried out using a literature study and documentation during management implementation of Sustainable Development Goals (SDGs) Village Fund-based education in the fifteen sub-districts, then interviews were conducted with several Village Heads and the Implementation Team Sustainable Development Goals (SDGs) at five twelve the districts. Then, a limited meeting was held to deepen the search, starting with explaining the objectives. Followed by explaining how to fill out the questionnaire, and follow-up interviews with several village secretaries.

Management Factual Model Planning Sustainable Development Goals (SDGs) Village Fund-based education.

The planning process includes identifying the components of proposed activities Sustainable Development Goals (SDGs) Village Fund-based education in Batang Regency for mapping priority management models Sustainable Development Goals (SDGs) in the field of Education to formulate goals and develop management models Sustainable Development Goals (SDGs) by involving all elements in the Village, (stakeholder), as validators, namely Village Head, Village Secretary, SDGs Admin, Village Consultative Body (BPD), RT, PKK, PAUD Teachers, Elementary School Teachers, Madin Teachers, Community Leaders, Religious Leaders, BUMDesa Administrators.

Batang Regency always collects data Sustainable Development Goals (SDGs) Villages in the field of education to update micro data with the aim of implementing factual model planning for Sustainable Development Goals (SDGs) management of Village Fund-based Education in Batang Regency which includes: Planning in the field of education using SDGs data, SDGs Education Planning according to needs, Community Participation of all Education actors including the disabled, and Community proposals according to needs are still not good regarding the level of participation, this is shown by the average in Batang District with a sample of Kalipucang Kulon Village and Rowobelang Village of 58.14% (less); 55.63% (Less), Blado District with a sample of Pesantren Village and Bawang Village of 57.75% (Less), Reban District with a sample of Pacet Village and Sojomerto Village of 61.50% (Less), Bawang District with a sample of Sidoharjo Village and Candigugur Village of 59.75% (Less), Tersono District with a sample of West Harjowinangun Village and Durenombo Village of 59.50% (Less), Limpung District with a sample of Wall Village and Limpung Village of 61.13% (Less), Gringsing District with a sample of Kebondalem Village and Surodadi Village of 60% (Less), Banyuputih District with a sample of Kali Balik Village and Dlimas Village of 59.50% (Less), Subah District with a sample of Menjangan Village and Keboangan Village of 62.75% (Less), Tulis District with samples from Simbang Village and Sembojo Village at 56.25% (Less), Kandeman District with samples from Cempereng Village and Botolam Village at 59.63% (Less). other studies show Current deficiencies in model skills are emphasized in the context of providing analytical support for SDG-related national development plans. While certain current models are especially useful, it is doubtful that an ideal model would be able to analyze all SDG objectives and factors of relevance inside a single modelling framework. Top- down macro framework models are likely to be more beneficial for conducting system-level or economy-wide scenario analysis based on national long-term goals and ambitions, as well as for investigating trade-offs and synergies across sectors. Bottom-up sectoral models will enable significantly more thorough option-level impact analyses of specific policies, technologies, and investments

(Allen et al., 2016). Meanwhile other studies show that the majority of the models focused on examining policy changes required to accomplish the SDG and tracking progress toward the SDG. The findings also emphasize the lack of crucial qualities in SDG models, such as cross-scale treatment and advanced uncertainty treatment. While this research can be useful in informing modelers about the gaps that need to be filled in SDG modeling and facilitating communication between modelers and policymakers, it can be further extended by including an evaluation for the modeling approaches used in SDG contexts as well as adding more characteristics to the model categorization scheme (Aly et al., 2022).

Implementation of the Factual Management Model, Sustainable Development Goals (SDGs), and Village Fund-based education.

The process of implementing a factual management model Sustainable Development Goals (SDGs) Village Fund-based education in Batang Regency which includes: Understanding of the relevant community Sustainable Development Goals (SDGs) Villages, especially in the field of Community Education, must understand that Sustainable Development Goals (SDGs) Education is Goals No.4 and the type of activity, the Village Fund is strategic for funding activities Sustainable Development Goals (SDGs) Education and Activities Sustainable Development Goals (SDGs) Education supports increasing Human Resources (HR) in the Village and community participation in implementing development in the Village. in other studies show that novel links were made to all four stages, resulting in a more robust and scientifically informed process-based framework for SDG implementation. We highlight several academic implications, such as the significance of increasing information about the various stages of the SDG adoption model, doing research on understudied SDGs, and broadening theoretical and methodological approaches to SDG research. Furthermore, we present a more grounded SDG adoption model with substantial practical consequences (Berrone et al., 2023). as for other research show that Determine the presence or absence of SDG implementation in the value creation process as part of their corporate transparency standards. The major contribution of this research is an examination of the adoption and implementation efforts to report SDGs, as well as the significance of such reporting to the achievement of the UN Agenda 2030. This may be of interest to scholars working on the specified topic. It is critical for government policymakers and business decision-makers who wish to assist firms that are contributing to the attainment and adaption of SDGs as part of their overall aims (Yu et al., 2020). This is shown by the average in Batang District with samples in Kalipucang Kulon Village and Rowobelang Village of 77.75% (Fair), Warungasem District with samples in Terban Village of 77.25% (Fair), Wonotunggal District with samples in Dringo Village and Brokoh Village of 77.00% (Fair), and Bandar District with samples in Pesalakan Village. And Tambahrejo Village at 77.50% (Enough), Pecalungan District with samples in Bandung Village and Selokarto Village at 79% (Enough), Blado District with samples in Pesantren Village and Bawang Village at 77.83% (Enough), Reban District with samples in Pacet Village and Sojomerto Village at 75.50% (Enough), Bawang District with samples in the Village Sidoharjo and Candigugur Villages were 77.25% (Fair), Tersono District with samples in West Harjowinangun Village and Durenombo Village of 78% (Fair), Limpung Subdistrict with samples in Wall Village and Limpung Village of 79% (Fair), Gringsing District with samples in Kebondalem Village and Surodadi Village of 77.75% (Adequate), Subdistrict Banyuputih samples in Kalibelik Village and Dlimas Village were 77.25% (Enough), Subah Subdistrict samples in Menjangan Village and Keborangan Village were 75.50% (Enough), Tulis Subdistrict with samples in Simbang Village and Sembojo Village was 78% (Enough), Kandeman Subdistrict with samples in Cempereng Village and Botolam Village was 79% (Enough).

Monitoring and Evaluation of Management Factual Models Sustainable Development Goals (SDGs) Village Fund-based education.

Monitoring and Evaluation of factual management models Sustainable Development Goals (SDGs) Village Fund-based education in Batang Regency which includes: There is an in-depth evaluation regarding activities Sustainable Development Goals (SDGs) Education, The village carries out an evaluation Sustainable Development Goals (SDGs) Education to improve Human Resources, evaluation Sustainable Development Goals (SDGs) Education needs input from society And Sustainable Development Goals (SDGs) Education needs evaluation from the District and Dispermades. as for other research show that analysis of the village Precision Village Data (DDP) and SDGs were combined with spatial mapping. The results showed that the SDGs in Sukamantri Village cumulatively achieved quite good results. A total of 3 SDGs was classified as very good, 4 SDGs were classified as good, 3 SDGs were classified as good enough, 5 SDGs were lacking, and 2 SDGs were poorest. Referring to the SDGs index calculation for Sukamantri Village, the environmental pillar has the highest score and is on average very good. However, the

social and economic pillars are in the poor category, the law and governance pillars are in the poorest category. This means that sustainable development in Sukamantri Village has not been achieved. The natural wealth in Sukamantri Village has not been managed to achieve the fulfillment of basic human rights that are of a just and equal quality, for the well-being of the villagers and the realization of inclusive and quality economic growth (Sjaf et al., 2021). This is shown by the average in Batang District with samples from Kalipucang Kulon Village and Rowobelang Village of 78.13% (Fair), Warungasem District with samples in Terban Village and Kalibeluk Village of 76.86% (Fair), Wonotunggal District with samples in Dringo Village and Brokoh Village of 77.75% (Fair), Bandar District with samples in Pesalakan Village and Village Tambahrejo was 77.50% (Adequate), Pecalungan District with samples in Bandung Village and Selokarto Village was 77.63% (Enough), Blado District with samples in Pesantren Village and Bawang Village was 78.38% (Enough), Reban District with samples in Pacet Village and Sojomerto Village was 78.50% (Adequate), Bawang District with samples in the Village Sidoharjo and Candigugur Villages were 80.19% (Fair), Tersono District with samples in West Harjowinangun Village and Durenombo Village of 76.88% (Fair), Limpung District with samples in Wall Village and Limpung Village of 81% (Good), Gringsing District with samples in Kebondalem Village and Surodadi Village of 78% (Fair), Banyuputih District with samples in Kalibaik Village and Dlimas Village amounting to 76.88% (Enough), Subah District with samples in Menjangan Village and Keborangan Village amounting to 78% (Enough), Tulis District with samples in Simbang Village and Sembojo Village amounting to 77.50% (Enough), Kandeman District with samples in Cempereng Village and Botolam Village amounting to 78.19% (Enough).

CONCLUSION

Management Sustainable Development Goals (SDGs) Village Fund-based education that has been implemented in Batang Regency has been good, but community participation is still lacking. Management Sustainable Development Goals (SDGs) Village Fund-based education that is ideal and by regulations in Batang Regency. Participatory supervision is needed.

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