

Implementation of SDGs-Based Character Education: Building a Resilient Generation at Khalifah Elementary School Depok

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Submission: 2025-03-19		Received: 2025-06-20	Published: 2025-06-28
Keywords: Education; Character building; Sustainable development.		Abstract. Awareness of global issues, including the Sustainable Development Goals (SDGs), among primary school children remains relatively low, despite the importance of fostering sustainable development values from an early age. This limited understanding poses a significant challenge within the elementary education environment. In response to this issue, a community service program conducted by a team of lecturers from Universitas Pembangunan Nasional Veteran Jakarta at Khalifah Elementary School, Depok, aimed to enhance students' awareness and comprehension of global issues encompassed within the SDGs framework. The program employed a combination of lectures, interactive discussions, and demonstrations to introduce key SDG themes, including poverty reduction, health and well-being, quality education, and climate action. Evaluation of the program's impact was carried out through pre-test and post-test assessments. The results showed a significant improvement in students' understanding, with the average pre-test score being 31.72 and the average post-test score increasing to 53.79. These findings suggest that early educational interventions can play a valuable role in shaping children's perspectives on global challenges and fostering their potential contributions to achieving the SDGs.	
Katakunci: Pembentukan Karakter; Edukasi; Pembangunan Berkelanjutan.		Abstrak. Kesadaran terhadap isu-isu global, termasuk Tujuan Pembangunan Berkelanjutan (TPB/SDGs), di kalangan anak-anak sekolah dasar masih tergolong rendah, meskipun penanaman nilai-nilai pembangunan berkelanjutan sejak dini sangat penting. Minimnya pemahaman ini menjadi tantangan tersendiri dalam lingkungan pendidikan dasar. Menanggapi hal tersebut, program pengabdian kepada masyarakat yang dilaksanakan oleh tim dosen Universitas Pembangunan Nasional Veteran Jakarta di SD Khalifah Depok bertujuan untuk meningkatkan kesadaran dan pemahaman siswa terhadap isu-isu global yang tercakup dalam kerangka TPB. Program ini dilaksanakan melalui kombinasi metode ceramah, diskusi interaktif, dan demonstrasi yang memperkenalkan tema-tema utama TPB, seperti pengentasan kemiskinan, kesehatan dan kesejahteraan, pendidikan berkualitas, serta aksi terhadap perubahan iklim. Evaluasi terhadap dampak program dilakukan	

dengan menggunakan pre-test dan post-test. Hasilnya menunjukkan adanya peningkatan pemahaman yang signifikan, dengan rata-rata nilai pre-test sebesar 31,72 dan rata-rata nilai post-test meningkat menjadi 53,79. Temuan ini menunjukkan bahwa intervensi pendidikan sejak dini memiliki peran penting dalam membentuk cara pandang anak-anak terhadap tantangan global dan mendorong kontribusi mereka dalam mencapai tujuan pembangunan berkelanjutan.

1 Introduction

Sustainable Development Goals (SDGs), or Sustainable Development, are development goals initiated and launched by the United Nations (UN) in 2015. SDGs encourage various changes based on human rights and social, economic, and environmental development equality (Henderson & Loreau, 2023a). There are 17 goals, with 169 targets expected to be achieved by 2030. The SDGs program is an extension of the Millennium Development Goals (MDGs) program launched in 2000 by the United Nations (UN) General Assembly. In the MDGs, a global partnership was formed between countries and development partners committed to eight development goals that must be achieved by 2015. The MDGs have eight work programs, including eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality, improving maternal health, and combating HIV/AIDS. Malaria and other diseases; ensuring environmental sustainability; developing a global partnership for development (Leal Filho et al., 2021).

The early history of the SDGs concept came through the context of environmental concerns stated in the World Charter for Nature (Jacob, 2025). This concern for the environment is stated in Our Common Future and is further described in Chapter 40 of the 1992 Earth Conference Agenda 21. The concept of SDGs is an effort to overcome the consequences of increasingly rapid economic growth, impacting human survival (Henderson & Loreau, 2023b). The consequences of economic development also certainly have an impact on the environment and can

trigger disasters, both natural disasters and social disasters, if not followed up in a sustainable life (Kimuli et al., 2021).

Sustainable life can be interpreted as a balanced life and refers to preserving nature (Ruggerio, 2021). The green economy is one of the goals of sustainable development (SDG) (Zhironkin & Cehlár, 2022). The green economy is the economy's development through clean technology and industry that can also preserve nature and reduce the risks from the consequences of industrial activities themselves (Ali et al., 2021). In essence, SDGs aim to improve the welfare of the world's population, focusing on industrial development and human development that can have the skills to preserve the environment (Troell et al., 2023). The SDG agenda is intended not only for developed countries but also for developing countries (Akenroye et al., 2018). SDGs have 17 agendas, namely, no poverty; zero hunger; good health and well-being; quality education; gender equality; clean water and sanitation; affordable and clean energy; decent work and economic growth; industry, innovation, and infrastructure; reduced inequality; sustainable cities and communities; responsible consumption and production; climate action; life below water; life on land; peace, justice, and strong institutions; partnerships for the goals.

The role of SDG implementation is certainly very important. It must be socialized to all elements of society (Pahlawan et al., 2024). This is related to the character of a nation in realizing the global agenda for a better future life. This character building must start early, starting from the family environment and continuing in the educational environment (Jariono, 2023). Environmental problems that occur are closely related to human behavior, as people tend to exploit the environment for their own interests without considering its sustainability (Hariandi et al., 2023). The loss of a sense of environmental awareness can lead to various environmental issues in the surrounding area, which ultimately affect human life. This can be seen from common habits such as not maintaining environmental cleanliness by throwing garbage in inappropriate places. Such behavior can lead to numerous environmental problems — the environment becomes unhealthy, more susceptible to diseases, and prone to flooding (Hosany et al., 2022). The

habit of caring for the environment can be instilled from an early age, especially during elementary school years, one of which is through the socialization of character education based on the SDG goals.

Character building related to the goals of the SDGs can be started from formal basic education, one of which is in Elementary Schools (SD)(Lee & Liu, 2025). For example, when elementary school students already possess character traits such as caring for the environment, studying diligently, and saving money regularly, these will develop into positive character and habits that continue into adulthood. This can support the achievement of Golden Indonesia 2045. As is known, in 2045, Indonesia is predicted to have a productive generation (15-65 years) that is higher than the non-productive generation (65 years and over) (Kominfo, 2020). In 2045, Indonesia will be known as Golden Indonesia, where Indonesia was 100 years old after being declared independent. This demographic bonus must be prepared carefully through character building, to realize a progressive golden Indonesia. Depok is one of the administrative cities directly adjacent to DKI Jakarta.

Depok City is designated as an educational city. The development goal of Depok City is to realize a city of Depok that is advanced, cultured, and prosperous. Two of the missions of Depok City are Increasing Technology-Based and Environmentally Aware Infrastructure Development and Realizing a Healthy, Safe, Orderly, and Comfortable City (Kesbangpol Depok, 2021). Referring to the development goals and missions of Depok City, the SDGs goals are certainly in line with the goals of Depok City, namely development based on environmental preservation and realizing health, security, and order through character education in schools.

The goals of the SDGs are also being implemented in Depok City's 2025 government work plan (Depok, n.d.). One example of this implementation is that Depok residents are beginning to develop awareness of the importance of sustainable environments, as seen in the presence of green agricultural areas within residential complexes (Depok, 2025). However, this practice has not yet been widely adopted by all residents. Based on this, it is necessary to re-socialize the concept

of SDGs, especially to elementary school students who will become the next generation.

The realization of the development goals and missions of Depok City must, of course, be accompanied by character education for the nation's generation, especially those in Depok City. As explained at the beginning, character building can be done by instilling character values from basic education. Educational institutions are the best place to prepare agents of national change who will bring prosperity to every line of life (Damşa et al., 2021). Educational institutions are no longer just places to transfer knowledge but also to shape the younger generation's attitudes, behavior, character, and leadership (Komariah & Nihayah, 2023).

Khalifah Elementary School Depok is an educational institution founded and inaugurated in 2013 and has been operating since 2015. Khalifah Krukut Depok Elementary School is located at Jalan Raya Krukut No.100, Krukut Village, Limo District, Depok, West Java. Khalifah Krukut Depok Elementary School is one of the branches of Khalifah Depok School, which already has 70 branches throughout Indonesia under the auspices of the Khazanah Bina Insani Foundation. The vision of Khalifah Elementary School is to become an excellent, creative, and innovative Islamic Elementary School with an entrepreneurial spirit based on faith and piety. To improve the quality of human resources with noble character, optimize the development of students to become environmentally conscious future leaders, and develop students' potential to achieve excellence (Khalifah Depok, 2024).

Khalifah Elementary School Depok is one of the Islamic schools with a distinctive characteristic, namely educating students topically and with an entrepreneurial spirit that has faith and piety and emulates the Prophet Muhammad SAW. Referring to the development goals and missions of the City of Depok and based on the SDGs goals, it would be good if students at Khalifah Elementary School Depok could also understand and implement the SDGs or Sustainable Development Goals, which are global. Khalifah Elementary School Depok also implements this through its teaching methods, such as collecting students' recyclable waste, like used plastic bottles and used cooking oil. Lessons include

planting in the school environment using recycled gallon containers, as well as teaching students how to love and care for their school environment by maintaining cleanliness (Observation, 2025).

Character building from the implementation of the SDGs goals for basic education can be socialized through 4 points in the SDGs, namely Point 1, namely No Poverty; Point 3, namely Healthy and Prosperous Life; Point 4, namely Quality Education; and Point 13, namely Handling Climate Change. From these 4 points, it can be socialized about ensuring that elementary school students have good financial resilience from an early age, such as not being wasteful, diligently saving, and diligently donating or helping others. This is a form of character formation in realizing a world without poverty. Next is the point of a Healthy and Prosperous Life. In this case, students are socialized about how to pay attention to health, namely by maintaining personal hygiene, environmental cleanliness, and cleanliness and tidiness of the study room and home. In this case, character education is instilled in us that if we are healthy, it will bring prosperity. Furthermore, in point 4, Quality Education, students are instilled with character about having a high enthusiasm for learning, instilled with the values of discipline and honesty, and never giving up on pursuing knowledge (Tadege et al., 2022). Meanwhile, in point 13, namely Handling Climate Change, students can be instilled with a character about how to protect the environment by throwing garbage in its place and reducing the use of plastic in everyday life.

Character building based on SDG goals through socialization materials for Elementary School students is based on the desire to promote an understanding of what the SDGs or Sustainable Development Goals are to students at the elementary level (Huang et al., 2024). socialization materials for Elementary School students based on the desire to socialize an understanding of what SDGs or Sustainable Development are for the Elementary Education System. This is certainly important because character education is very important to be instilled from an early age. In addition, it also specifically aims to contribute to the realization of SDGs in 2030 and Golden Indonesia in 2045.

The purpose of writing this article is to enhance public (reader) knowledge about the importance of instilling character education in elementary school students based on the SDG goals. The targets to be achieved from the output of this program are divided into two stages. First, increasing awareness and knowledge of elementary school students regarding the importance of ending poverty, how to maintain health and well-being, the importance of quality education, and how to handle climate change. Second, improving the skills of elementary school students in practicing entrepreneurial ideas, saving and donating, maintaining a healthy lifestyle, washing hands properly, applying the values of the spirit of learning for education, maintaining environmental cleanliness, and using public transportation.

2 Method

Meanwhile, in point 13, namely Handling Climate Change, students can be instilled with a character about how to protect the environment by throwing garbage in its place and reducing the use of plastic in everyday life.

This community engagement initiative adopts the Participatory Action Research (PAR) approach, which emphasizes active participation of the community throughout all phases of the program, from problem identification to evaluation. This approach is designed to produce relevant and sustainable solutions by directly involving key stakeholders in both the planning and implementation processes. The flow of activities is structured into several interconnected stages as outlined below:

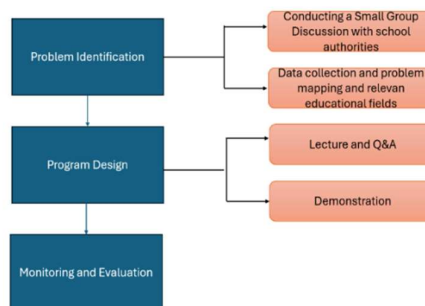


Figure 1. The community service activity program implementation process

In the initial phase, the team organized small group discussions (SGDs) with local stakeholders and school representatives to identify the main issues related to environmental awareness and digital literacy. This phase also included data collection on current conditions as well as mapping the readiness and needs of the school community.

Following the initial findings, a situational analysis was conducted to contextualize the challenges and determine the most effective methods for delivering knowledge about the Sustainable Development Goals (SDGs). The results of this analysis served as the foundation for designing a structured program, formalized in an official implementation document.

The core activities were delivered through lectures and demonstrations. The lecture method, combined with interactive discussions, introduced the concepts and relevance of SDGs, with emphasis on their direct connection to students' daily lives. This approach aimed to foster moral awareness and character development from an early age, aligning with SDGs 1 (No Poverty), 3 (Good Health and Well-being), 4 (Quality Education), and 13 (Climate Action).

Meanwhile, the demonstration method provided hands-on activities, such as group discussions on environmental care and quizzes related to clean water, health, and responsible consumption. Reflective questions were embedded to deepen students' critical thinking and comprehension.

Monitoring and evaluation were conducted at two levels. During implementation, the team observed students' engagement and comprehension in real-time. Post-activity evaluations were carried out through post-tests comprising multiple-choice and essay questions to measure knowledge improvement. Additionally, questionnaires were distributed to gather feedback on material delivery and content relevance. To assess the overall program effectiveness, the team held internal evaluation meetings to reflect on preparedness, implementation quality, target achievement, and final outputs.

3 Results

The solution offered in this community service program is to provide initial education to elementary school students regarding Sustainable Development Programs (SDGs). The focus of the SDGs being socialized includes the first goal, No Poverty; the third, Good Health and Well-being; the fourth, Quality Education; and the thirteenth, Climate Action. The forms of solutions offered are shown in Table 1.

Table 1. Solutions offered

Problem	Solution	Achievement
Students' knowledge regarding the high rate of poverty in all forms in Indonesia is still low.	Presentation of material entitled "Tips for Building Financial Resilience at an Early Age," which includes material on: <ol style="list-style-type: none"> 1. Efforts to have financial resilience through saving and donating 2. The importance of having soft skills and entrepreneurship 	The level of knowledge of elementary school students regarding the importance of ending poverty has increased, as seen from the results of the post-test
Students' knowledge regarding the importance of maintaining health and well-being for all ages is still low.	Presentation of material and practices with the tagline "Healthy living starts now!" which includes material on: <ol style="list-style-type: none"> 1. Healthy lifestyle 2. Proper handwashing practices 	Elementary school students' knowledge level of the importance of maintaining health and well-being increased, as seen from the post-test results

Students' knowledge regarding the importance of quality education is still low.	Character development regarding the values of discipline, honesty, and never giving up on learning	Elementary school students' knowledge level of the importance of education increased as seen from the post-test results
Students' knowledge regarding methods that can be used to handle climate change is still low.	Exposure to material on the importance of saving energy, supporting public transportation, and maintaining environmental cleanliness	Elementary school students' knowledge level of the importance of handling climate change increased, as seen from the post-test results

As the result of the community service program team implemented for the elementary school students' knowledge regarding the Sustainable Development Goals (SDGs) is defined in Table 2. Throughout lecture and demonstration given of SDG (1) No Poverty, (3) Healthy and Prosperous Life, (4) Quality Education, and (13) Handling Climate Change, the average score of pre-test and post-test had increased.

Table 2. Average score

Pre-test Average Score	Post-test Average Score
31.72	53.79

From the results of the implementation of community service at Khalifah Elementary School Depok, it can be concluded that this activity has succeeded in increasing students' understanding of the Sustainable Development Goals (SDGs), especially on topics related to poverty alleviation, health and welfare, quality education, and handling climate change (Figure 2).

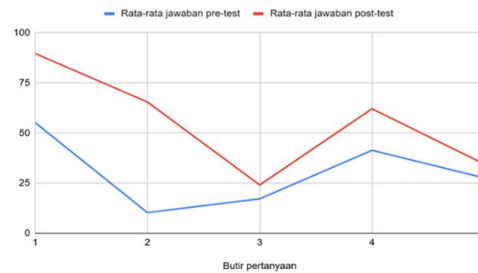


Figure 2. Percentage of participants' basic ability test results tested at the beginning and end of the community service activity

Graphical analysis shows that the average post-test answer value increased compared to the pre-test on the five questions given. In the first question, there was a significant increase in the post-test score compared to the pre-test, indicating a better understanding of the first topic presented by students. The decrease in the second question likely indicates that although the material was presented, some points might require an approach or repetition to make it easier for students to understand. The increase again in the fourth item indicates that the second material on the values of discipline, honesty, and never giving up could attract students' attention and be more easily absorbed.

The community service program carried out at Khalifah Elementary School Depok has proven effective in increasing students' understanding of several key Sustainable Development Goals (SDGs), particularly SDG 1 (No Poverty), SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), and SDG 13 (Climate Action). Through engaging materials such as "Tips for Building Financial Resilience at an Early Age" and "Healthy Lifestyle," students demonstrated a measurable improvement in their post-test results. This shows that elementary school children, despite their young age, are capable of understanding the basic principles

of financial literacy and healthy living when presented in an accessible and interactive manner.

Furthermore, the inclusion of SDG 4 in the program highlights the importance of not only academic achievement but also character development. By introducing values such as honesty, discipline, and perseverance, the program has contributed to building a stronger foundation for students to appreciate the broader meaning of education. The increase in understanding observed in questions related to character values shows that students are beginning to connect education with life skills and moral growth, which aligns with the core objectives of SDG 4. The interactive methods used, such as games and discussions, made the learning experience enjoyable and inclusive, further reinforcing the effectiveness of the educational approach.

Finally, the material related to SDG 13 succeeded in fostering environmental awareness among the students. By learning about practical actions such as saving energy, supporting public transportation, and maintaining cleanliness, students began to internalize the role they can play in combating climate change. The rise in post-test scores suggests a growing awareness that even simple, consistent behaviors can have a positive impact on the environment. This program not only succeeded in delivering SDG-related knowledge, but also encouraged students to adopt values and habits that support long-term personal and global sustainability.

The interactive approach used in this program—through games, discussions, and engaging activities—proved effective in helping elementary school students understand complex concepts like climate change and the broader values of the Sustainable Development Goals (SDGs) in a simple and enjoyable way. By connecting daily actions, such as saving energy and managing waste, to global issues, students began to develop a sense of responsibility and awareness that can grow with them over time. Overall, this program demonstrates that introducing SDG values at an early age using interactive and engaging methods can lay a strong foundation for shaping a generation that is more environmentally conscious, socially responsible, and motivated to contribute to global change.

4 Discussion

Poverty reduction leads to improved health and well-being, while good health is a strong enabling factor for effective poverty reduction (Zhou et al., 2023). In this term, we could interfere that both circumstances are related. Thus, educating students, especially elementary students is needed to give them basic knowledge about maintaining good health. The goal of SDG 1 is to eradicate poverty in all its forms worldwide. Education provided to students on “Tips for Building Financial Resilience at an Early Age” is expected to provide a basic understanding of the importance of financial planning and a frugal lifestyle.



Figure 2. Mentoring with students

Although still at an early age, the introduction of this concept can instill awareness of wise resource management, both at the personal and family levels. The increase in understanding found in the post-test results showed that students were able to relate the concept of financial resilience to everyday life, such as saving and managing expenses wisely, which is the first step to reducing the risk of poverty in the future. SDG 3 aims to ensure a healthy life and improve the well-being of all ages. In this community service program, students are given material on “Healthy Lifestyle” which includes the importance of maintaining cleanliness, healthy eating patterns, and reducing behaviors that can endanger health.

This topic is very relevant for elementary school students because at this age, healthy lifestyles and habits begin to form and will have an impact on their physical and mental well-being in the future. School as

their first study community acts as an influential environment in the formation of one's character or personality (Nugraha et al., 2022). Thus, it leads to their understanding about the material given. The increase in post-test scores shows that exposure to healthy lifestyles has succeeded in increasing students' knowledge, especially in understanding how to maintain personal and environmental hygiene and the importance of avoiding habits that are detrimental to health. This also shows that students are better able to connect a healthy lifestyle with long-term well-being.

Furthermore, in the implementation of this community service, SDG 4 (Quality Education) is also an important point in increasing students' understanding of the importance of good and quality education. SDG 4 aims to ensure inclusive, equitable, and quality education and support lifelong learning opportunities for everyone. Through exposure to values such as discipline, honesty, and never giving up, this program seeks to shape characters that are in line with the goals of SDG 4, namely building a learning environment that prioritizes not only academic knowledge, but also character education. Students begin to understand that education is not only related to learning subjects, but also involves the formation of character and life skills, such as discipline and honesty.

After exposure to the material, the increase in the post-test indicated that students began to understand that these values are part of a quality education that will help them become more responsible and high-achieving individuals. Incorporating the Sustainable Development Goals (SDGs) into school curricula is essential for encouraging lasting behavioral change among future generations. Furthermore, educational systems worldwide are being evaluated based on how effectively they adapt to the evolving needs of students, particularly in the context of technological progress, environmental challenges, and globalization. It is vital for education to equip students with the skills and knowledge necessary to pursue meaningful careers ahead.

By providing an understanding of the importance of these values, this community service program supports the goal of SDG 4 to build a generation that is more oriented towards comprehensive education. Quality education is not just about academic prowess, but also about

building character that will be the foundation for their progress in social, economic, and environmental fields. Students' understanding of the importance of discipline, honesty, and never giving up will strengthen their ability to face future learning challenges and build better self-confidence. Groups of people, whether small or large, who possess a high level of education and innovation tend to have a greater potential for achieving prosperity. In contrast, those who lack access to training or quality education are more likely to encounter a range of social challenges (Rulandari, 2021).

The SDGs 13 (Climate Change Management) focuses on efforts to reduce the impact of climate change through various actions to combat global warming and its impact on the environment and human life. In this community service activity, students were given material on the importance of protecting the environment, saving energy, and supporting public transportation. This exposure is expected to increase students' awareness of the importance of their role in protecting the environment from an early age, which is very relevant to the goals of SDG 13. After the exposure session, students began to understand the importance of protecting the environment, both in terms of daily behavior, such as disposing of garbage in its place and saving energy, and on a larger scale, such as contributing to handling climate change.

The increase in post-test scores shows that students have absorbed basic concepts about how their actions can have a positive impact on the environment. For example, understanding the benefits of saving energy, such as turning off lights when not in use or supporting the use of public transportation, are small steps that can reduce carbon emissions. Students also begin to understand that maintaining a clean environment is not just a daily task, but also part of their contribution to combating climate change. Teaching students about climate change helps equip future generations to carry on efforts to address this global issue (Priatna & Khan, 2024). When students are informed and involved, they are more likely to take on roles in advancing a more sustainable future.

By understanding and applying the concept of SDG 13 at an early age, students can have a more environmentally conscious mindset and be proactive towards climate change issues in the future. The introduction

of topics such as energy saving and environmental cleanliness fosters early awareness of the impact of human behavior on the global environment. This program, by providing real examples and simple tips, shows students that although their actions may seem small, the impact can be big if done consistently and by many people. Educational programs tailored to local needs have great potential to raise awareness (Nurkhalim et al., 2025), in this case, elementary school students that are pursued to learn more about environment and sustainability.

5 Conclusion

Community service activities at Khalifah Elementary School Depok have succeeded in increasing students' understanding of several SDG goals, namely SDG 1 (No Poverty), SDG 3 (Healthy and Prosperous Life), SDG 4 (Quality Education), and SDG 13 (Addressing Climate Change). Through an interactive approach that includes materials on financial resilience, healthy lifestyles, character education values, and the importance of protecting the environment, students showed a significant increase in understanding from pre-test to post-test. This increase shows that introducing SDGs to early childhood effectively instills awareness of the importance of their role in addressing global issues. It is hoped that in the future, students will be able to implement the SDGs in their daily lives as they grow into adulthood.

6 Acknowledgment

The research team would like to thank LPPM Universitas Pembangunan Nasional "Veteran" Jakarta for providing financial support for this community service.

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