Development of Sustainable Development Goals (SDGs) Education Management Based on Village Funds In Batang District

Turno Turno*, Fakhruddin Fakhruddin, Joko Sutarto, Asrori Asrori

Universitas Negeri Semarang, Semarang, Indonesia

*Corresponding Author: turnopagilaran@gmail.com

Abstract. Departing from the initial conditions (Factual) Management of Sustainable Development Goals (SDGs) Education, How to manage Sustainable Development Goals (SDGs) Education Village Fund-based, How to management develop Sustainable Development Goals (SDGs) Education Village Fund-based and what is a feasible and final model for the development of Sustainable Development Goals (SDGs) education management based on Village Funds. The purpose of this study: 1) Analyzing the management of Sustainable Development Goals (SDGs) of Village Fund -Based Education which has been implemented in Batang Regency, 2) Designing Sustainable Development Goals (SDGS) Management of Village Fund -Based Education which is ideal and in accordance with regulations in Batang Regency, 3) found the validity of the Sustainable Development Goals (SDGS) management model of education developed in villages in Batang Regency, 4) Analyzing the effectiveness of the Sustainable Development Goals (SDGs) education management model developed in Batang Regency. The method used in this research is the R & D (Research and Development) approach. Three stages of Management development were developed: (1) Study guides, (2) development, and (3) development validation/testing stage. The initial findings of this research are: 1) Management of Sustainable Development Goals (SDGs) education Village Fund-based is still conventional, 2) Expert validation has resulted in the development of Village Fund-based Sustainable Development Goals (SDGs) education management, 3) A feasible and final model for the development of Sustainable Development Goals (SDGs) education management based on Village Funds in Batang Regency

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INTRODUCTION

The United Nations (UN/United Nations) declared on September 25 2015 that *the Sustainable Development Goals* (SDGs) apply universally to all countries, without exception, must achieve the SDGs goals and sub-goals. The SDGs concept contains 17 goals and 169 sub-goals, which represent global goals for the next 15 years (valid from 2016 to 2030) to end poverty, reduce inequality and protect the environment. . (Wahyuningsih 2018)

The implementation of the Village Fund for each Village is very large which is used for development and empowerment, one of which is empowerment for strengthening *Sustainable Development Goals* (SDGs) Education, in 2023 the Village Fund budgeted for empowerment is approximately 80 billion and *Sustainable Development Goals* (SDGs) activities) The largest portion of education has not been implemented optimally because there is no integrated supervision. ((Khairi, Ahmad, and Zainal 2023),

Village funds received by Batang Regency in 2022 amount to Rp. 201,906,127,800, used for infrastructure amounting to Rp. 74,408,440,942 and used for empowerment amounting to 137,194,757,417. In 2023, in general, Batang

Regency will receive the 2023 FY Village Fund of IDR. 216,641,002,000,- used for infrastructure development amounting to Rp. 140,192,114,264 and used for community empowerment amounting to 80,521,864,805. And in 2024, in general, Batang Regency will receive Village Funds of IDR. 220,585,173,000,- plus 18,007,200,000,- for BLT with its implementation based on Minister of Villages, Development of Disadvantaged Regions and Transmigration Regulation No. 7 of 2023 concerning Determining priorities for the Use of Village Funds in 2024.

Batang Regency, through village funds, needs community empowerment, because community empowerment as a development strategy is very appropriate to move community dynamics in meeting their daily needs. Society no longer just waits for orders from superiors and no longer just depends on the government without any initiative, creativity and self-reliance.

Looking at previous research regarding management development, there has been a lot of research, especially on training management development, learning model management development, model development, training development and research related to *Sustainable There are also many Development Goals (SDGs).*

In this research update, researchers focus on developing management of village fund implementation related to *sustainable activities 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. (Saputra et al. 2021)

This study seeks to provide comprehensive information and answers to problems that are of the main concern of the researcher. In accordance with the formulation of the research problem, research aims: 1) Analyzing the management of Sustainable Development Goals (SDGs) of Village Fund -Based Education which has been implemented in Batang Regency, 2) Designing Sustainable Development Goals (SDGS) Management of Village Fund -Based Education which is ideal and in accordance with regulations in Batang Regency, 3) found the validity of the Sustainable Development Goals (SDGS) management model of education developed in villages in Batang Regency, 4) Analyzing the effectiveness of the Sustainable Development Goals (SDGs) education management model developed in Batang Regency.

METHODS

This research uses a development research design . This research intends to produce a management development. This management improvement uses the Planning (planning), Actuating (implementation) and Controlling (control) approaches to obtain management development that is in accordance with the local potential that exists in villages throughout Batang Regency. The design used in this research is R&D research and development from Stufflebeam (2017) .

Research using methods R & D (Research and Development) or known as research and development. Three stages of Management development will be developed: (l) preliminary study; (2) development; and (3) validation/development testing stage , (McKenny, 2001). The stages of research and development can be shown in the following figure 1.

Preliminary Stage, at this stage, activities are carried out by reviewing the literature, directly checking real conditions in the field and then analyzing ongoing management. These activities include: (l) analyzing planning, organizing,

implementing and evaluating which has been carried out in the Village and (2) conclude and analyze the Development concept.(Rachman et al. 2017).

Development Stage, at this stage, activities are carried out by: (l) Developing Sustainable Development Goals (SDGs) management for education in villages throughout Batang Regency; (2) Focus Group Discussion (FGD); (3) Consultation of experts/expert practitioners, (3) Improvement of Development; (4) Hypothetical Model Creation; (5) Trial. Developing Sustainable Development Goals (SDGs) management for education in villages throughout Batang Regency; Focused Group Discussion (FGD) stages ; Stages of expert consultation ; (Fayrus and Slamet 2022).

Validation, at this stage, the main activities are carried out; (1) development validation is carried out through expert/expert and practitioner validation, (2) development feasibility testing through Focus Group Discussion (FGD-1), (3) consultation of experts/experts and practitioners through Focus Group Discussion (FGD-2) after expanded trials.

The place for this research and development was carried out in villages in Batang Regency with a population of Village Heads and Village Secretaries of 478 people. The trials in this research consisted of 30 villages for limited trials and 55 villages for expanded trials. The aim is to practice the development of Village Fund-based SDGs Education Management.

In this research, qualitative and quantitative data sources were used. Qualitative data collected comes from comments and suggestions, for quantitative data we will use descriptive analysis of percentages derived from instruments that have been created according to management development. Results for management development 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. Qualitative data comes from answers to questionnaires regarding the implementation of educational SDGs management development in Batang Regency and then compared with expert/expert input.

In this research, researchers used open questionnaires, Likert scales, and interview notes to collect data.

Unstructured interviews, this activity is carried out by researchers to collect management development data. This open questionnaire was

conducted by researchers to collect evaluation data from management experts, answer criteria: 4 = very high, 3 = high, 2 = low and 1 = very low, Closed questionnaires are used by researchers to: (l) analyze needs; (2) analyzing criticism and suggestions, Questionnaires are given to training participants to implement management development, Recorded notes of Focus Group Discussion (FGD) involving management experts/experts regarding the implementation of management development.

The instrument was developed, then validated by: Predictive validity (predictive validity), this method is used with consultation activities on the management concept being developed, Content Validation (Content validity), this method is used with consultation activities on existing instruments, Instrument validation with experts is carried out by: Conduct dialogue with experts to see the validity of the instrument, management development trials , then identify problems that can arise, then use them as material for improvement.

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 (Aiman et al. 2022) Analysis was carried out using computer assistance with SPSS Software Version 24.0.

This analysis is carried out by: (1) making a summary report of field observations, documenting the main things 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 their application, then recommend development. To maintain validity, reliability and objectivity, tests can be added: credibility, dependability, confirmability and transferability. Rivki, Muhammad Bachtiar, Adam Mukharil (Rivki et al., 2020)

RESULTS AND DISCUSSION

Management of Sustainable Development Goals (SDGs) Village Fund-based education which has been implemented in Batang Regency

Batang Regency always collects data on Village Sustainable Development Goals (SDGs) in the education sector to update micro data with the aim of implementing data-based village

development and community empowerment. The stages carried out are compiling a Village Data Collection Volunteer Working Group, updating data at the village level, updating data at the neighborhood level, updating data at the family level, updating data at the community level, analyzing data according to Village SDGs principles, recommending village development and community empowerment according to the results. Village SDGs analysis Nhamo, Godwell (Nhamo and Mjimba 2020)

Management carried out in Sustainable Development Goals (SDGs) activities based on village funds that has been carried out in Batang Regency has been carried out well because it has gone through the planning, implementation and evaluation process, while based on research conducted on the implementation of SDGs of quality education in Tanjungsari Village, Sadananya District, Ciamis Regency, can be said to have been well implemented by Tanjungsari has been ranked second in Sadanya District. Then this research only focuses on the implementation of activities in the field of implementation of quality SDGs in Tanjungsari Village, Sadananya District, Ciamis Regency. The implementation of village development activities must require a target group that is the main foundation for the achievement of the planned objectives. Quality village education achievements in Tanjungsari Village reached 76.55. Education is a form of investment that determines the nation's future. (Guntari et al. 2023)

Village data collection in Batang Regency is through the process of extracting, collecting, recording, verifying and validating Village SDGs data throughout Batang Regency, which contains objective data on village areas and citizenship in the form of assets and potential village assets that can be utilized to achieve village development goals, economic and social issues. , and culture that can be used material for recommendations for preparing Village Development programs and activities, as well as other related data and information that describes the objective conditions of the Village and the Village community .

The development and empowerment process in the village is a planning process through the village deliberation process and followed by village development deliberations. The village development deliberation process must involve many elements, including the disabled. Its functions are: As a forum for community participation in decision making, As a forum for conveying the aspirations and complaints of

village communities , As a means to discuss and reach agreement in resolving village problems, As a vehicle for building solidarity and togetherness among village communities, As a source of policies and regulations binding village. However, in the process in Batang Regency there are still many problems that arise, including that there are still villages that do not use Village Sustainable Development Goals (SDGs) data recommendations, there are very limited participants who take part in deliberations, the proposals are also limited, sometimes what has been proposed is not funded and changes at other activities, administration has not met expectations, and there are many problems related to village politics.

In implementing the first step in implementing village development in Batang Regency is the activity preparation stage. The preparation stage itself includes various activities, including the following: determining activity implementers, preparing work plans, socializing activities, providing activity implementers, preparing administrative documents, procuring labor and materials.

The Village Head examines the list of prospective activity implementers listed in the Village RKP document stipulated in the Village APB, and determines the activity implementers with the Village Head's Decree. The implementer of the activity comes from the Section Head / Head of Affairs. In the event that the activity implementer resigns, moves domicile outside the Village, and/or is subject to criminal sanctions, the Village Head can change the activity implementer. The activity organizer is tasked with assisting the Village head in the preparation and implementation stages of the activity. The activity implementer has the following duties: Developing plans for implementing activities that are his/her responsibility, Carrying out activities and/or with Community Institutions that have been determined in the Village APBDes, Carrying out expenditure actions that cause the activity budget to be burdened, Controlling the implementation of activities, Reporting the progress of implementing activities to the Village Head ; And Prepare budget documents for expenses for implementing activities.

In the event that the implementation of Village empowerment activities and other activities is not sufficient to be carried out only by the Activity Implementer, an Activity Implementation Team (TPK) or other term can be formed, the composition of which at least consists of: Activity Implementer as Chair, Community Institution Management as Secretary, Management Community institutions/elements of society as members, a maximum of 3 (three) people.

The activity implementer prepares a work plan together with the Village head containing,

among other things: a description of the activity, costs, implementation time, location, target group, workforce and a list of activity implementers. The work plan as intended is outlined in a work plan format to be determined by the decision of the Village head . In implementation there are still many problems such as not maximizing the existing budget, poor administration, minimal participant participation, etc

Evaluation implementation in Batang Regency related to Village Sustainable Development Goals (SDGs) activities in the field of education in Batang Regency is applied in the form of Village Accountability where the progress of SPJ in Batang Regency always leaves behind problems such as slow progress, carried out by one person and incomplete regarding the completeness of SPJ.

Sustainable Development Goals (SDGs) education management model developed in villages throughout Batang Regency

Planning, Implementation and Evaluation of Village activities carried out in Batang Regency, Village Sustainable Development Goals (SDGs) activities in the field of education are in accordance with existing regulations but there are still many problems, so it is necessary to monitor participation in the implementation of Village Sustainable Development Goals (SDGs) activities in the field of education, So a module for implementing development and empowerment in the village is needed.

Whereas in the article Meiliana Fransisca et al which aims to get an overview of the management of human resource development in international companies based on the origin of employees. The conclusion obtained is the existence of a process in carrying out the development of the development of human resources, especially expatriates. This is because there are cultural differences that occur so that the development is needed in the form of training and education in order to increase the performance of the workforce (Fransisca and Yonda Asepta n.d.)

the Sustainable Development Goals (SDGs) education management model developed in

Batang Regency

The effectiveness of participatory supervision for Planning, Implementation and Evaluation of Village activities carried out in Batang Regency for Village Sustainable Development Goals (SDGs) activities in the field of education is very effective, because with participatory supervision Village empowerment can be maximized.

That community participation in village development and empowerment does not just use the results of development. There is a responsibility in guarding the process of development and empowerment of villages. If it is widely interpreted, community participation in village development and empowerment is not only limited to village deliberations. More than that, community participation in village development and empowerment is needed in every stage of the planning process to evaluation.

In this study related to participatory supervision is very effective because it can prevent the deviation of the development and empowerment of the Village Sustainable Development Goals (SDGs) in the field of education.

CONCLUSION

The management of Sustainable Development Goals (SDGs) Village Fund-based education that has been implemented in Batang Regency has been good, but there are still problems that need to be resolved. Management of Sustainable Development Goals (SDGs) Village Fund-based education that is ideal and in accordance with regulations in Batang Regency. Participatory supervision is needed. Sustainable Development Goals (SDGs) education management model developed in villages throughout Batang Regency is participatory supervision by developing modules. The Sustainable Development Goals (SDGs) Education management model developed in Batang Regency is that the activities carried out can be supervised by the entire community.

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