

Education Sustainability in Enhancing the Quality of Human Resources in the Era of Globalization

Muhammad Syaifulloh^{1*}, Tri Yugo², Muhandi³

Universitas Islam Bandung, Indonesia

Email : syaifulsmpn17@gmail.com¹, triugo9@gmail.com², muhandi@unisba.ac.id³

Correspondence: syaifulsmpn17@gmail.com^{*}

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ABSTRACT

Sustainable education plays an important role in improving the quality of human resources (HR) in the era of globalization. This study aims to analyze the concept and application of education sustainability in an effort to improve the quality of human resources, as well as identify factors that affect education sustainability and the policies that support it. The approach used in this study is descriptive with a literature review method, by collecting data from scientific journals, official government reports, and related articles. The results of the study show that the sustainability of education does not only depend on academic quality, but also on the development of individual skills, character, and adaptability to changing times. Continuing education must be responsive to rapid technological, economic, and social developments. In this case, education policies that support improving the quality of teachers, equitable access to education, and integrating technology are important factors in achieving the goal of quality and inclusive education. The Indonesian government has implemented various policies, such as teacher certification programs, continuous training, and teacher professional development to improve the competence of educators. However, the main challenges faced are the gap in access to education between regions, as well as the need to adapt the curriculum to technological developments and the job market. This study concludes that the sustainability of education is an important long-term investment in shaping a generation that is ready to compete at the global level.

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Introduction

Education is a basic right that must be obtained by every individual, which not only serves to improve the quality of life but also as a means to develop human potential (Hidayat & Abdillah, 2019, p. 24). In the context of developing countries, including Indonesia, education is the main factor that determines the direction of national development. In the era of increasingly advanced globalization, the role of education has become increasingly complex, not only as a tool to produce an academically intelligent generation, but also as a means to prepare human resources (HR) who are ready to face increasingly dynamic global challenges. Globalization, which is characterized by

a revolution in information technology, increased human mobility, and global market integration, requires significant changes in the education system in order to be able to answer these needs and challenges. The sustainability of education is very important to ensure that every individual has access to quality education and can adapt to the rapidly changing times (Tranggono et al., 2023).

On the one hand, globalization provides huge opportunities for the world of education, such as easier access to information, rapid technological development, and learning opportunities from various sources. However, on the other hand, globalization also brings considerable challenges, especially in terms of the gap in access to education between regions, both between developed and developing countries, as well as between cities and villages. The difference in the quality of education resulting from the inequality of access affects the equality of opportunities for each individual to get a quality education. Therefore, the sustainability of education must be a major concern in efforts to create a generation that is not only intelligent, but also ready to compete in an increasingly competitive global market.

The sustainability of education in this context is not only intended to improve the quality of education in the short term, but also to ensure that it can continue to develop, be relevant, and adapt to social, technological, and economic changes in the future. Continuing education must be able to provide the necessary skills in the world of work, as well as develop a critical mindset and the ability to innovate in students. Education must also integrate life values that support the formation of character and personal integrity, which are increasingly important in the midst of rapid social change. Therefore, a sustainable education system must be designed with the long-term goal of preparing the young generation to face global challenges without losing the cultural roots and national identity.

In the process of developing quality human resources, sustainable education plays a very important role (Muhardi, 2004). One important aspect to consider is the integration of skills that are relevant to the needs of the world of work. Technological advancements, especially in the field of information and communication, have changed the way we work, interact, and learn. Therefore, it is important for the education system to continue to adapt its curriculum and learning methods to technological developments. Skills-based education must be the main focus in developing the competencies of the younger generation. In addition, education must also be able to foster a critical, creative attitude, and be able to adapt to the changes that occur.

The sustainability of education is also inseparable from efforts to equalize access to quality education. One of the main challenges faced by many developing countries is inequality in the distribution of quality educational facilities, both between urban and rural areas, as well as between developed and developing countries. This inequality creates a large gap in the quality of human resources produced, thus potentially increasing social and economic disparities. In this context, government policies are decisive in creating an inclusive education system, where every individual, regardless of economic and social background, has the same opportunity to get a quality education. Therefore, the equitable distribution of educational facilities and competent educators is an important factor that must be considered to ensure the sustainability of education at various levels of society.

In addition, another challenge that is no less important is the rapid changes in the world of technology and the economy. Globalization has brought about a digital revolution that affects almost all aspects of life, including the world of education. The education system must be able to deal with these developments with high flexibility. Education not only aims to produce individuals who master science, but also individuals who are ready to adapt to new technology, and are able to

utilize technology as a tool to improve their quality of life. Therefore, the integration of technology in the learning process must be an integral part of the sustainable education curriculum.

This study aims to analyze the concept and application of education sustainability in improving the quality of human resources in the era of globalization, identify factors that affect education sustainability, and develop education policy recommendations that support improving the quality of human resources and overcome the gap in access to education between regions. The formulation of the problem includes how the education system can adapt to the changing times and ensure education that is relevant to the needs of the future in the context of globalization. By understanding and overcoming these challenges, it is hoped that this research can contribute to the development of sustainable education policies, which not only improve the quality of human resources, but also strengthen the country's competitiveness in the global arena. The sustainability of education, in this case, is a very important long-term investment for the development of a sustainable, equitable, and prosperous nation.

Research Methods

This research method uses a descriptive approach with a literature review method to analyze the sustainability of education (Nartin et al., 2024). Data is collected through literature studies from various relevant sources, such as scientific journals, official government reports, books, and articles related to research topics. The analysis was carried out systematically to understand the role of education policy in supporting the sustainability of education, as well as to identify strategies that can be applied in improving the quality of education in the era of globalization. The validation process was carried out by ensuring the accuracy and credibility of the sources used. This includes double-checking references, as well as using data from reputable sources that are relevant to the research topic. With this approach, the research aims to explore insights into the factors that affect the sustainability of education and how appropriate policies can support the development of quality human resources.

Results and Discussion

Concept of Educational Sustainability

Continuing education involves aspects that go beyond academic learning, including sustainability values in everyday life that aim to produce individuals who are able to adapt and contribute positively to society. The concept of educational sustainability is getting more attention, especially in facing the challenges of globalization. Continuing education is an educational process that not only aims to improve individual knowledge and skills, but also produces long-term impacts on social, economic, and environmental aspects. According to UNESCO, the main goal of sustainable education is to empower individuals with the knowledge, skills, and values necessary to contribute to global prosperity (UNESCO, 2024).

1. Definition and Goals of Continuing Education

Sustainable education, or sustainable education, refers to an educational approach that integrates sustainability values so that students are able to face future challenges. This education does not only focus on academic achievement, but also emphasizes character development and critical thinking skills that are important in dealing with environmental, social, and economic issues (Karim et al., 2024). In general, the goal of continuing education is to create a society that cares more about the environment and is sustainable, both ecologically and socially. This approach

encourages students to consider the impact of each decision on the environment and the surrounding community. This education aims to equip students with the knowledge to find creative solutions that are able to reduce adverse impacts on the environment while improving the quality of life.

2. Principles of Continuing Education

Continuing education puts forward several key principles, including the integration of social values, active participation, and an interdisciplinary approach. These principles cover three important aspects, namely environmental, social, and economic sustainability. For example, environmental sustainability seeks to raise students' awareness of the importance of protecting nature. The principle of active participation is another important element. Continuing education encourages students' involvement in real-life activities that allow them to contribute to sustainability actions, such as environmental projects or community activities. This direct involvement is believed to increase students' sense of responsibility for sustainability issues and strengthen their understanding of the impact of human behavior on the environment and society (Komisi Nasional Indonesia untuk UNESCO, 2014).

3. Continuing Education Framework

UNESCO provides a continuing education framework for educational institutions around the world. This framework includes the development of critical thinking skills, cross-cultural understanding, and the inculcation of sustainability values in the curriculum (Giannini, 2020). In a global perspective, education for sustainability involves a cross-cultural approach, which recognizes diversity as key to solving global problems. Hopkins and McKeown argue that the continuing education framework includes key elements, such as curriculum development relevant to sustainability issues, training for teachers, and educational facilities that support learning about sustainability (Safira et al., 2023). All of these elements are designed to help educational institutions prepare students for future challenges.

4. The Role of Continuing Education in Human Resource Development

Continuing education plays a strategic role in shaping high-quality human resources (HR). Human resources who receive education with a sustainable approach are able to understand and handle complex problems in various sectors (Komisi Nasional Indonesia untuk UNESCO, 2014). This education also functions to form individuals who are adaptive, innovative, and have problem-solving skills that are indispensable in the era of globalization. Sterling in his research revealed that continuing education contributes to the formation of individuals with strong social and ethical awareness. The quality of the human resources produced is not only reviewed from the intellectual side, but also from the moral and social aspects that support sustainable development (Syamsurijal, 2024).

5. Continuing Education in the Digital Age

Technological advances in the digital era require the education system to adjust to remain relevant. Digital technology opens up opportunities for the integration of technology in continuing education, so that students can access information and learning more widely. According to Suryadi, digital technology allows for more interactive learning about sustainability (Faizah & Nugraheni, 2024). However, the application of digital technology in continuing education still faces challenges, especially in developing countries such as Indonesia. The main obstacles include the

gap in access to technology and the limitations of infrastructure Sustainable education in the digital era requires cooperation between the government, educational institutions, and the private sector to ensure equal access to education (Hasnida et al., 2023).

6. Implementation of Continuing Education in Indonesia

In Indonesia, the concept of continuing education has begun to be applied in several educational institutions, both at the elementary school and university levels. The application of this concept is carried out through a character-based curriculum and 21st century competency development Even so, Puspitasari in his research said that the implementation of continuing education in Indonesia still faces various obstacles, such as a lack of understanding of educators about the concept of sustainability and limited resources (Komisi Nasional Indonesia untuk UNESCO, 2014). The Indonesian government has initiated continuing education programs such as Sekolah Adiwiyata which aims to increase environmental awareness among students. This program is one of the efforts to build sustainability awareness from an early age, although the impact has not been fully felt in all regions of Indonesia.

The Influence of Globalization on Education

Globalization has brought about major changes in many aspects of life, including education. In the era of globalization, education must be able to adapt to social, economic, and technological changes that occur rapidly. Education not only functions to improve the quality of human resources, but also shapes individuals to be able to contribute to an increasingly connected world. The influence of globalization in the field of education presents both opportunities and challenges, especially related to skills competition, curriculum updates, and the application of technology (Alfarisi, 2024).

1. Globalization in the Context of Education

Globalization is a process in which borders between countries become increasingly blurred due to the information, technology, culture, and economic interactions that cross these regions. In the context of education, globalization involves a learning process that allows individuals to understand global issues and actively participate in them. Globalization has an impact on all levels of education, from primary education to higher education, where educational institutions need to adjust their curriculum and teaching methods to remain relevant to the demands of the times (Thohri, 2024).

According to Tilaar, globalization has triggered changes in the world of education, ranging from the curriculum and teaching methods to the skills that students must master. Education in this era not only focuses on academic science, but also on 21st century skills such as critical thinking, creativity, adaptability, and digital literacy. Thus, education is an important means to produce a generation that is ready to compete at the global level.

2. The Impact of Globalization on Education in Indonesia

Globalization has had various impacts on education systems in developing countries, including Indonesia. One of the influences is the adoption of international education standards in various schools in Indonesia. This customized curriculum is designed to prepare students to have skills that meet global standards, so that they can compete in the international job market (Syahrianti, 2024). The competency-based curriculum implemented in Indonesia is one of the government's responses in adapting education to global needs. However, the implementation of this curriculum faces challenges, especially in terms of the gap in the quality of education between

urban and rural areas. Limited technology and resources in remote areas are an obstacle in efforts to create equitable education.

In addition, globalization has also encouraged the use of foreign languages, especially English, as the language of instruction in some schools. This is expected to help students access knowledge from international sources and prepare them for global competition. However, the use of foreign languages in education also raises concerns about the diminishing role of local languages and cultures, which are an important part of the nation's identity.

3. Technology in Education

One of the most obvious positive impacts of globalization in education is technological advancement. Technology allows for wider access to learning resources and accelerates the dissemination of information. Through the internet, students and teachers can now access teaching materials, international journals, and various distance learning platforms. Technology not only improves access to education but also supports a more interactive teaching and learning process. An example is e-learning-based learning which is now widely applied, especially since the COVID-19 pandemic which forced the education system to switch to digital. However, although technology offers many benefits, there are still major challenges, especially in terms of infrastructure readiness and digital skills among students and teachers in Indonesia (Lestari, 2018).

4. Skills Needed in the Era of Globalization

Globalization brings with it the need for new skills that are different from the educational needs of the past. In education, 21st century skills such as communication, collaboration, creativity, and critical thinking are important, these skills are needed so that education graduates not only have technical competence, but also are able to adapt to a dynamic global work environment (Khodijah, 2018). In addition, digital literacy is an indispensable skill in the global era. Digital literacy includes the ability to use technology effectively, manage digital information, and think critically about information circulating in cyberspace. Education in the era of globalization must ensure that students have strong digital literacy in order to make optimal use of technology.

5. Educational Challenges in the Era of Globalization

Although globalization offers many opportunities, the challenges facing the education system are not few. One of the main challenges is the inequality of access to education, especially between urban and rural areas. In addition, rapid changes in technology and the world of work require education to continue to adapt to new needs. Mukti emphasized that a curriculum that is not updated regularly can produce graduates who are not relevant to market needs. Therefore, it is important for the education system to evaluate and adjust the curriculum to remain relevant to the changes that occur.

Educational Infrastructure and Accessibility

Education is a human right of every individual, and as a foundation for the social, economic, and cultural development of a nation, the quality of education must be maintained and improved continuously (Indonesian National Commission for UNESCO, 2014). One of the key elements that supports the sustainability of education is adequate educational infrastructure and equitable accessibility. Without good infrastructure, the ideals of inclusive and quality education will be

difficult to realize, especially in remote areas that often experience limited facilities and infrastructure.

1. Definition of Educational Infrastructure

Educational infrastructure includes all physical facilities used to support teaching and learning activities (Dhia et al., 2024). This includes school buildings, classrooms, laboratories, libraries, sanitation facilities, educational technology such as computers and internet access, and other supporting facilities. Infrastructure also includes aspects of safety, comfort, and health in the school environment, which includes ventilation, lighting, and the availability of clean water.

In addition to physical facilities, educational infrastructure is also related to policies, regulations, and support systems that ensure the effective running of the educational process. For example, the relevant curriculum, the quality of educators, and government policies that support educational development (Taufiqurokhman et al., 2023). A good educational infrastructure will create an environment conducive to the teaching and learning process, so that it can produce qualified graduates who are ready to face future challenges.

2. Challenges of Educational Accessibility in Remote Areas

In Indonesia, educational accessibility is still a major challenge, especially in remote areas. Many regions in Indonesia, especially in mountainous areas, outlying islands, and border areas, face difficulties in accessing proper education. Some of the problems that often occur include the lack of schools, poor infrastructure conditions, and limited access to transportation and technology (Putri, 2024).

In some remote areas, the distance between students' homes and schools can reach tens of kilometers. This results in children having to travel long distances, sometimes with high risks, such as crossing rivers without bridges or steep and slippery paths. This condition often causes the school participation rate in remote areas to be lower than in urban areas.

Educational infrastructure in remote areas is often in a deplorable condition. Many schools have buildings that are no longer fit for use, leaking roofs, cracked walls, and supporting facilities such as toilets, clean water, and inadequate electricity. Classrooms that are too crowded or even lacking, cause students to learn in uncomfortable and unsafe conditions. In addition, the lack of educational equipment such as books, computers, and laboratories is also a serious obstacle.

Access to schools in remote areas is often difficult to reach. Damaged roads, the absence of public transportation, and difficult terrain make transportation to school a challenge for students and teachers. As a result, many children are unable to consistently attend school, and teachers are reluctant to be assigned to these areas due to unsupportive conditions.

In the digital era like now, information technology plays an important role in education. However, limited internet access in many remote areas makes it difficult for students and teachers to access richer and more interactive learning materials. This digital inequality further widens the gap in education quality between urban and rural areas.

3. The Importance of Educational Infrastructure in Educational Sustainability

The sustainability of education depends on infrastructure that is able to answer the above challenges. Continuing education is education that not only focuses on the present, but also ensures that future generations can enjoy equal and quality access to education. With adequate infrastructure, long-term education goals, such as increasing literacy, poverty alleviation, and improving people's welfare, can be more easily achieved.

Good infrastructure will provide a more conducive environment for the teaching and learning process. Schools that have comfortable classrooms, laboratory facilities, and adequate access to technology will make it easier for teachers to convey subject matter and students to understand the concepts taught. Technology, in particular, allows access to more diverse and interesting learning resources, making the learning process more effective and efficient (Utsman et al., 2022). Likewise, infrastructure that is evenly distributed throughout the region, both in urban and remote areas, will reduce inequality in access to education (Maulido et al., 2023). Every child, regardless of geographical location or economic background, has the right to a quality education. With the development of equitable infrastructure, every child's chances of succeeding in the future will increase. This will also help create social equality in the community.

When the educational infrastructure is adequate, educational participation tends to increase. Parents are more confident in sending their children to school if they know that the educational facilities available are good and safe. In addition, easier and more convenient access, such as proper transportation and closer school distances, will encourage more children to attend school regularly. This in turn will increase the gross participation rate (APK) and pure participation rate (APM) of education throughout the region. In addition, a safe and healthy school environment is part of the infrastructure that supports the sustainability of education. The availability of clean water, proper sanitation facilities, and well-ventilated classrooms will improve student health and well-being. A healthy school will reduce the risk of illness and student absenteeism, so that they can learn optimally.

With good educational infrastructure, the country can produce a generation that is ready to compete at the global level. An education supported by modern technology and adequate facilities will help students develop 21st century skills, such as digital literacy, critical thinking, and collaboration skills. This generation will become reliable, innovative, and productive human resources in the future, who play an important role in advancing the nation.

4. Government Efforts in Educational Infrastructure Development

The Indonesian government has realized the importance of developing educational infrastructure in order to support the equity and sustainability of education. Several programs have been launched to improve the condition of educational infrastructure, especially in remote areas.

One of the government's programs to increase access to education is the Smart Indonesia Program (PIP) (Kemendikbudristek, 2023). This program aims to help children from underprivileged families to continue to attend school through education fund assistance. PIP also strives to improve school infrastructure to make it more usable. The government also allocates a Special Allocation Fund (DAK) for the education sector. These funds are used to build or repair educational facilities in areas in need, especially disadvantaged areas. DAK Pendidikan is expected to help improve infrastructure, such as school buildings, laboratories, libraries, and information technology facilities (Prasetyo, 2022).

In the digital era, the government is also focusing on digitizing education. This program aims to improve access to information technology in schools, especially in remote areas. The installation of internet networks in rural schools, the procurement of computer devices, and training for teachers and students are expected to encourage the improvement of the quality of education through the use of technology (A, 2023).

Adequate educational infrastructure and equitable accessibility are important foundations for the sustainability of education. The development of educational facilities and infrastructure, especially in remote areas, is crucial to ensure equitable access and improve the quality of education

throughout the country. With good infrastructure, challenges such as low school participation, inequality in the quality of education, and lack of access to technology can be overcome.

The sustainability of education depends not only on internal factors such as curriculum and teaching, but also on external support in the form of adequate physical infrastructure and policies. The government, society, and the private sector need to work together to ensure that educational infrastructure continues to evolve in line with the needs of the times, so that every child in Indonesia can experience the benefits of quality and inclusive education.

Improving the Competence of Teachers and Educators

Teachers are one of the main pillars in the education system. They are not only tasked with imparting knowledge, but also shaping students' character, skills, and mindset. Therefore, the competence of teachers and educators is a very important aspect in the sustainability of education. Competent teachers can influence the quality of learning and, in turn, ensure that national education goals are achieved (Rama, 2007).

Improving teacher competence is not only a necessity, but a necessity in order to face the increasingly complex challenges of 21st century education. Along with technological developments, social changes, and global demands, teachers are expected to continue to improve their skills in order to be able to provide relevant and meaningful education. The government and various relevant parties need to ensure that the capacity of teachers is increased through continuous training and professional development, so that they can adapt to the demands of the times and be able to better educate future generations.

1. Definition of Teacher Competency

Teacher competence refers to the ability that a teacher must have in order to be able to carry out his duties and responsibilities effectively (Fakhrudin et al., 2023). This competency includes four main dimensions, namely:

- a. **Pedagogical Competence:** The ability to manage learning which includes planning, implementing, and evaluating the teaching and learning process. Teachers who have good pedagogic competence are able to understand student characteristics, design appropriate learning methods, and conduct appropriate assessments to measure student achievement.
- b. **Professional Competence:** Mastery of learning materials in depth and broadly in accordance with the field of study taught. This competency also includes the ability of teachers to develop knowledge related to the field, follow the development of knowledge, and apply it in learning.
- c. **Social Competence:** Ability to interact effectively with students, fellow teachers, parents, and the community. Teachers who have good social competence will be able to create positive relationships with the surrounding environment, as well as play an active role in society.
- d. **Personality Competencies:** Steady, stable, mature, wise, and authoritative personalities, who are role models for students and the environment. Teachers who are competent in personality are able to be role models in terms of morals, ethics, and daily behavior.

2. Challenges of Teacher Competency in Indonesia

Although many teachers in Indonesia have a high level of dedication to their profession, the reality is that there are still significant challenges in terms of improving teacher competence. The quality of teachers in Indonesia still shows a considerable gap, especially between urban and rural areas or remote areas. Teachers in large cities tend to have better access to training and professional

development, while teachers in remote areas often lack resources and opportunities to improve their competencies (Aditia, 2024).

Many teachers have not received adequate training opportunities, both in terms of quantity and quality. The training held is often short, limited to theoretical aspects, and lacks space for teachers to apply the newly acquired knowledge in a real context in the classroom. Curriculum changes that occur quite often in Indonesia, such as the 2013 Curriculum and the Independent Learning curriculum, require teachers to always be adaptive to changes. However, not all teachers are able to keep up with these developments well, especially if they are not supported by appropriate training.

In the digital era, mastery of technology is one of the most important skills for teachers. However, there are still many teachers who are not familiar with or do not have access to educational technology, especially in areas that are difficult to reach by digital infrastructure. This condition causes a gap in the quality of learning delivered. Another challenge is the problem of motivation. Some teachers feel that they do not receive rewards commensurate with their workload and responsibilities. This can affect their motivation to continue to develop competencies. On the other hand, professional support, such as guidance and incentives for high-performing teachers, has not been applied evenly.

3. The Importance of Improving Teacher Competence in Educational Sustainability

The sustainability of education does not only depend on infrastructure or access to education, but also on the quality of human resources in it, especially teachers. Competent teachers will be able to adapt to changing times, provide relevant education, and equip students with the skills needed in the future (Rahman, 2022).

Teachers who have high competence will be able to create a more effective, innovative, and interesting learning process for students. They can use various learning methods that suit the needs of students, and are able to utilize technology to increase student interaction and involvement in learning. Competent teachers not only focus on delivering subject matter, but also assist students in developing critical thinking, creativity, collaboration, and communication skills. These competencies are urgently needed in facing global challenges and the dynamics of the world of work in the future.

The world continues to change rapidly, both in terms of technology, economy, and society. Teachers who continue to improve their competence will be able to ensure that the education they provide remains relevant to the times. They can adjust learning methods and materials according to changes that occur in the outside world. Competency development also has a positive impact on teachers' motivation and job satisfaction. Teachers who feel valued through training and professional development tend to be more motivated to give their best in their work. This will also affect their relationship with students and the overall quality of education.

4. Government Efforts to Improve Teacher Competence

Recognizing the importance of the role of teachers in the sustainability of education, the Indonesian government has implemented various policies and programs to improve the competence of teachers and educators. One of them is the Teacher Certification Program, which aims to improve teachers' professionalism through formal recognition of their competence (Musthan & Zur, 2022). Teachers who have passed the certification will get professional allowances, which are expected to not only improve their welfare, but also motivate them to continue to develop themselves.

In addition, the government also provides various continuous training programs through the Ministry of Education and Culture (Kemendikbud), such as the Teacher Driving Program, information technology-based training, and workshops to improve teacher competence. These programs aim to improve teachers' abilities in pedagogic aspects and the use of technology in the learning process. To support the development of the teacher profession, the government also encourages forums such as teacher working groups (KKG) and subject teacher deliberations (MGMP), where teachers can share experiences, discuss the challenges they face, and get guidance from peers or mentors (Direktorat Guru Pendidikan Dasar, 2019).

In an effort to support the digitalization of education, the government has also implemented an online platform that allows teachers to take training flexibly and integrate technology into their teaching (Sholeh & Efendi, 2023). Improving teacher competence is very important as the key to ensuring the sustainability of quality education. Teachers who continue to develop themselves will be able to provide more effective, relevant, and meaningful learning for students, so that education can answer future challenges with more readiness and confidence.

B. Community Participation and Engagement

Education is not only the responsibility of schools or governments, but it is also a shared task that involves various stakeholders, including families, communities, and the wider community. Active community participation in continuing education is an important factor in achieving the success of inclusive and quality education. Community involvement, parental support, and contributions from various parties can strengthen educational outcomes, create a conducive learning environment, and ensure that children grow with the support they need to reach their full potential.

In the context of continuing education, community participation means continuous involvement in efforts to improve the quality of education and ensure that the educational process runs in accordance with the needs of local communities. This not only concerns activities inside the school, but also includes support from outside the school that plays a role in the child's development. Actively involved communities will support the sustainability of education in various ways, such as participating in school activities, supporting learning activities at home, and advocating for better education policies.

1. The Importance of Community Participation in Continuing Education

Community involvement in education has a significant impact on the success and quality of education (Chandrakirana & Sari, 2021). Support from family and community has been proven to improve student learning achievement. When parents are actively involved in their children's education, whether through homework monitoring, attending parent meetings, or discussing a child's academic progress with teachers, students tend to perform better in school. This is because they feel they have strong support from their immediate environment.

Active community participation in education will foster a sense of ownership of schools and the educational process. When communities are involved in education-related decision-making, they feel responsible for the outcomes achieved. This can also encourage residents to participate in maintaining educational facilities and support school activities voluntarily. Community involvement in education can help increase awareness of the importance of education for children's future. Communities that actively participate will better understand the long-term benefits of education, so they are more motivated to support educational programs and encourage their children to pursue the highest education possible.

In some cases, social and cultural barriers become barriers for children to get a proper education. Through community involvement, awareness and understanding of the importance of education can be increased, so that these barriers can be overcome. For example, in some rural or remote communities, girls' education is still considered less important. With community participation, these stereotypes can be changed so that access to education becomes more inclusive. The involvement of parents and society in a child's education is not only limited to academic support, but also includes emotional and psychological support. By creating a positive and supportive environment, children will be more motivated to learn and grow. It also helps to build a strong connection between school and home, which in turn strengthens the child's learning experience.

2. Forms of Community Participation in Education

Community participation in education can manifest itself in various forms, ranging from individual involvement such as parents to collective community participation. In this, parents play a key role in children's education. They can participate in children's education through several ways, such as supervising the child's academic development through regular communication with teachers and monitoring school assignments, parents can help children achieve their educational goals. Provide a conducive learning environment at home: Parents' support in creating a learning routine at home and providing learning support materials is essential for a child's academic success. In addition, in the form of attending school meetings and activities such as parent meetings, meeting days with teachers, and participation in children's extracurricular activities are an important part of parental involvement in education.

Local communities, such as community institutions, NGOs, and community organizations, can also play a big role in education. The community can support the school through the provision of additional facilities, such as libraries, computer labs, or sports facilities. Mentoring and tutoring programs: Some communities organize tutoring or mentoring programs to help students who are having difficulty learning. Cooperation in social and cultural activities, such as the community, can help enrich student learning by organizing cultural events, festivals, or other activities that can broaden students' horizons beyond academic materials.

Another form of community participation in decision-making at school is also important to ensure that education policies are in accordance with local needs. School committees or education boards consisting of parents, community leaders, and community representatives can be involved in school committees or education boards to participate in decision-making processes related to school policies, budget use, and education program development (Saleh & Boko, 2022). Likewise, discussion forum activities between the community, teachers, and schools can be a means to discuss the educational challenges faced, as well as find joint solutions that can be implemented.

Partnerships between schools and the business world can also be a form of community participation in education. Local companies or industries may work with schools to provide job skills training, internships, or provide scholarships for outstanding students. This kind of collaboration can prepare students to enter the workforce with relevant skills.

3. Challenges in Community Engagement

While community participation in education is essential, there are several challenges that need to be addressed to ensure effective engagement. In some communities, especially in remote areas or with low levels of education, awareness of the importance of education is still lacking. Some

parents may not understand how they can contribute to their child's education, or even assume that education is the sole responsibility of the school.

Community involvement, especially parents, is often hampered by time and resource constraints. Parents who work full-time may not have enough time to participate in school activities. In addition, in communities with limited economic resources, material or financial contributions may not always be available. Sometimes, the relationship between the school and the community does not work well due to the lack of effective communication. This can hinder community participation because they do not get enough information about how they can be involved in the educational process.

Differences of opinion between the community and schools in terms of educational approaches or school policies can also be an obstacle. For example, some parents may have conservative views on education, while schools seek to implement more progressive or innovative approaches.

4. Efforts to Increase Community Involvement in Education

To overcome these challenges and increase public participation in education, the Government and educational institutions need to conduct campaigns that aim to increase public awareness of the importance of their involvement in education. Socialization programs and community discussions can help strengthen understanding of how communities can contribute to education.

Schools and communities must establish open and effective communication. This can be done through regular meetings, the delivery of information through social media or communication applications, as well as the formation of school committees involving community representatives. Schools can provide training or guidance for parents on how to support their children's education at home. Programs like this can include training on how to help children learn at home, the importance of learning discipline, and how to communicate with teachers.

Governments and schools can also encourage private sector involvement in education through mutually beneficial partnerships. The business world can provide support in the form of internship programs, scholarships, or even the construction of educational facilities. Community involvement in continuing education is one of the key factors to create an education system that is inclusive, quality, and relevant to local needs. The active participation of parents, the community, and the wider community can improve student achievement, create a conducive learning environment, and ensure that education runs well. To achieve educational sustainability, all parties must work together to support and strengthen the education system holistically.

Conclusion

The sustainability of education has a very important role in improving the quality of human resources (HR) in the era of globalization. Sustainable education does not only focus on academic development, but must also pay attention to the development of individual skills, character, and adaptability to changing times. In this context, the education system must be able to adapt to changing technological, economic, and social developments. Therefore, it is important for every country to design education policies that are not only responsive to current challenges, but also proactive in preparing young people to face the demands of the future.

The government has a key role in ensuring the sustainability of education. Policies that focus on improving the quality of education, such as teacher certification, continuing training, and teacher professional development, have proven important in improving the competence of educators. Teachers who have good competence and continue to develop themselves will be able to provide more effective and relevant learning to the needs of the times. Therefore, technology-

based training programs and training based on real needs in the field are important elements that need to be prioritized. In this case, the integration of technology in education is also a step that must continue to be encouraged so that learning is more effective and accessible to all parties.

In addition, the education gap between regions, both between urban and rural areas and between countries, is also a major challenge in achieving inclusive education sustainability. Quality education must be accessible to all levels of society, regardless of location or economic background. Therefore, policies that focus on equitable distribution of education quality throughout the region must be a major concern. Adequate educational infrastructure, equitable teacher training, and the provision of affordable and quality educational resources will help reduce this gap.

The importance of skills-based education is also highlighted in this study. In the era of globalization and the industrial revolution 4.0, digital skills and the ability to innovate are key factors in increasing individual competitiveness. Therefore, the educational curriculum must be able to keep up with technological developments and provide skills relevant to the changing needs of the job market. Education that emphasizes practical skills, such as digital skills, communication, and creativity, will prepare the younger generation to face an increasingly competitive world of work.

The sustainability of education is a very important long-term investment for the social, economic, and cultural development of a country. Sustainable education will not only produce a generation that is intellectually intelligent, but also a generation that has strong character, adaptability to change, and is ready to face global challenges. Therefore, the sustainability of education must be seen as a shared responsibility between the government, society, and the private sector to create an education system that is inclusive, relevant, and accessible to all parties. In an effort to achieve these goals, education policies that support teacher competency development, equitable distribution of education quality, and technology integration are very important elements.

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