



The role of non-formal education in promoting the achievement of Sustainable Development Goals (SDGs) 4

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Abstract

Quality education is an important element in creating superior and competitive human resources. However, these efforts do not only rely on formal education, but are also supported by non-formal education, which plays a role in expanding access and lifelong learning skills. This study aims to analyze the role of non-formal education in promoting the achievement of Sustainable Development Goals (SDGs) 4 on point 7 at the FIB School of Talents Malang. This study uses a qualitative approach with a case study type. Data collection techniques include in-depth interviews, observation, and documentation study, while data analysis uses the Miles et al. model, which includes data condensation, data presentation, and conclusion drawing and verification. The results show that FIB School of Talents Malang has a strategic role in supporting the achievement of SDGs 4.7 in five main aspects: (1) fulfillment of human rights through equal access to education for all students; (2) implementation of gender equality by providing equal opportunities for men and women in digital learning; (3) internalization of anti-violence values by creating a safe and supportive learning environment; (4) strengthening global citizenship values through international collaboration; and (5) fostering appreciation for cultural diversity through collaborative learning activities. Thus, non-formal education has proven to be capable of supporting the creation of education in line with SDG 4 point 7. These findings reinforce the important role of non-formal education in strengthening the national education system and supporting the sustainable realization of SDG 4.

Keywords:

Non-Formal Education; Sustainable Development Goals; SDGs 4

A. INTRODUCTION

Based on ideal conditions, quality education should be able to produce high-quality human resources with good character who are able to compete. (Harding et al., 2020). However, efforts to develop a high-quality generation should not rely solely on formal education. Non-formal education plays an important role in complementing formal learning. According to Lukman (2021), non-formal education has the advantage of combating poverty by equipping students with skills and encouraging productive behavior. In addition, non-formal education can also serve to supplement, complement, and replace formal education in an effort to support lifelong learning (Zaifullah et al., 2023). However, in reality, according to Hisyam (2024), non-formal education still faces various challenges, such as limited resources, time, and costs, which can affect the effectiveness of learning. Based on these issues, it is important for education providers to ensure that every individual receives quality education services. Of course, these efforts are in line with

the Sustainable Development Goals (SDGs), particularly Goal 4, which concerns the development of quality education in a country.

The urgency of education as an effort to improve the quality of individuals is also in line with the teachings of Islam in QS. Al-Mujadilah verse 11, which means "Allah will surely raise those of you who believe and those who have been given knowledge several degrees." This verse emphasizes that Allah will raise the degree of those who have knowledge (Sari & Retnaningsih, 2022). This verse shows that improving the quality of human resources through education is a command to create a high-quality and competitive society in accordance with SDG 4. SDG 4 is divided into several targets, but this study focuses on the 7th target, which covers human rights, gender equality, anti-violence, global citizenship, and appreciation of cultural diversity (Nations, n.d.). Previous studies have shown that the implementation of SDG 4 is effective in supporting improvements in learning quality and strengthening the education system (Setyaningrum et al., 2021; Yanuarto et al., 2025). Therefore, this study will focus on SDG 4 as the basis for analyzing the role of non-formal education in supporting quality education. Research by Siahaan et al. (2023) examines the development of quality education in Indonesia on a macro level based on the SDGs. However, this research does not specifically examine the role of non-formal education in achieving SDG 4. Therefore, this study will focus on the role of non-formal education in promoting the achievement of SDG 4.

This study will provide a new perspective that examines digital creativity based non-formal education so that SDG 4.7 indicators can be achieved. This research was conducted at FIB School of Talents Malang, a non-formal school that focuses on developing students' potential through their talents and skills. Based on the application of this learning method, it has become a form of contribution from non-formal education that can improve the quality of human resources. Based on this, this study aims to analyze the role of non-formal education, namely FIB School of Talents Malang, in promoting the achievement of SDG 4.7. This study is expected to contribute to the development of non-formal education as a foundation for shaping quality education in accordance with the SDGs.

B. METHODS

This study uses a qualitative approach with a case study research design. According to Safrudin et al. (2023), a qualitative approach is a systematic activity used to discover a theory in social reality in the field and is not designed to test theories or hypotheses. In qualitative research, according to Sugiyono (2013), there are research instruments in which the researcher himself is the main instrument (human instrument). This research was conducted at FIB School of Talents Malang, which is a non-formal educational institution. The subjects of this study consisted of administrators, principals, teachers, and students at FIB School of Talents Malang.

Data collection in this study included in-depth interviews, participatory observation, and documentation studies (Hardani et al., 2020). Meanwhile, the data analysis technique used the model from Miles et al. (2014), which consists of three steps, namely data condensation, data presentation, and conclusion drawing and verification. To ensure data validity, this study will use source triangulation and technique triangulation. The stages of the study were carried out systematically through several stages, namely the preparation stage, which included the preparation of instruments and research permits; the implementation stage, which involved data collection in the field; the data analysis stage, which included condensation, presentation, and verification; and the report preparation stage. This procedure is carried out consistently so that this research can answer the objectives of the research.

C. RESULT & DISCUSSION

Non-formal education plays an important role in supporting the achievement of the Sustainable Development Goals (SDGs), particularly the fourth goal (Quality Education). The SDGs emphasize the importance of inclusive and equitable education as the foundation for sustainable development. Schools such as FIB School of Talents Malang strive to integrate social, humanitarian, and justice values into the learning process so that students are not only

intellectually intelligent but also sensitive to sustainability issues. The results of this study show that the role of FIB School of Talents Malang as a non-formal school in supporting the achievement of SDG 4 includes various efforts that focus not only on academic aspects but also on strengthening social values. The importance of the role of non-formal education is reinforced by various previous studies, namely, Irsalulloh & Maunah (2023), which emphasize that non-formal education plays an important role in channeling the creativity of young people who are not covered by formal education. According to Ahmad et al. (2022), non-formal education can also have an impact on improving the quality of human resources. This shows that non-formal education has a strategic role in supporting the Sustainable Development Goals (SDGs), especially goal 4 and target 7. This can be seen as follows:

1. Human Rights

Non-formal education plays a significant role in upholding human rights values. Within the framework of sustainable development (Sustainable Development Goals), education is recognized as a basic right of every individual without discrimination. Therefore, non-formal education serves as a bridge to provide fair access to learning for all levels of society, especially vulnerable groups such as the poor, people with disabilities, and out-of-school children. Based on interviews with the principal, it was explained that “Kami menyediakan fasilitas yang memadai, mulai dari kelas seperti yang kita lihat, di sini kita sudah punya studio yang bisa dimanfaatkan. Alat-alat kita sudah ada semua.”



Figure 1. Learning Facilities at FIB School of Talents Malang

This is also reinforced by observations and documentation at FIB School of Talents Malang, which show that the school facilities are indeed very complete and accessible to all students according to their needs, thereby creating a comfortable and inclusive learning environment. This demonstrates that FIB School of Talents Malang supports the principles of human rights through four main principles, namely availability, accessibility, acceptability, and adaptability. (UNESCO, 2021). Through these four elements, students are free to use the facilities as needed, and the school also accepts all kinds of students who want to enroll. The school also plays a role in adapting its facilities to suit the needs of students. Based on this, SDG point 4 on human rights can be achieved.

2. Gender Equality

Gender equality is a key element in sustainable development, which is also a major focus of non-formal education. Through an approach centered on social justice, non-formal education helps eliminate gender stereotypes that are still prevalent in society. However, there are still several obstacles, as explained by Larashati (2022) who states that gender inequality still exists in Indonesia in several aspects. FIB School of Talents Malang, exists as a non-formal education institution that guarantees gender equality.

Based on an interview with the Chair of the FIB School of Talents Malang Foundation, it can be explained that

"Anak-anak seperti ini kan tidak bisa di sekolah normal. Kita punya anak-anak yang agak autis, ada yang tuna netra, ada juga anak yatim, bahkan dari keluarga dengan keterbatasan. Laki-laki dan Perempuan ada disini. Tapi di sini semua kita terima tidak membedakan berdasarkan gender."

Based on classroom observations, it was also evident that teachers never discriminated against students based on gender. Teachers assess students based on their own performance, such as their activeness and participation. This shows that the school provides equal opportunities for both girls and boys to learn. By providing equal opportunities for girls and boys to access education, non-formal institutions play a role in realizing SDG point 4 on target 7 regarding gender equality. The FIB School of Talents Malang strives to instill a gender perspective in learning activities so that students grow into individuals who are fair, empathetic, and respectful of differences. This is reinforced by previous research on the importance of gender integration in non-formal education. A gender-based approach in education plays a major role in expanding women's access to resources (Alabi et al., 2024).

3. Anti-Violence

In terms of anti-violence at FIB School of Talents Malang, emphasis is placed on efforts to create a comfortable, safe, and violence-free learning environment. Previous research conducted by Parfanovich et al. (2020), shows that the non-formal education environment can be used as a tool to overcome violence and aggressive behavior through student involvement. FIB School of Talents Malang not only focuses on developing digital skills and creativity, but also on shaping students' character by instilling anti-violence values. Based on observations and documentation, these values are applied through various learning activities, such as group discussions and the creation of educational content that contains anti-violence values. Teachers and administrators at the school guide students by providing direction and ensuring that every activity carried out is positive, educational, and does not harm others.

This is in line with interviews conducted by teachers at FIB School of Talents Malang, who stated that "Anak-anak kami arahkan untuk membuat konten pembelajaran, konten yang dibuat itu beragam, mulai dari yang islami hingga sosial seperti anti bullying dan waspada penipuan." FIB School of Talents Malang helps students recognize and prevent violent behavior in both the real and digital worlds, while developing their creativity. Through this strategy, anti-violence behavior becomes part of daily activities, allowing students to express their creativity while building a safe, inclusive, and collaborative learning environment, in line with SDG 4 on quality education.

4. Global Citizenship

In the era of globalization, education no longer focuses only on mastering academic knowledge, but also on shaping students' character and awareness as global citizens (Fadilah & Pandin, 2021). Schools play an important role in instilling global citizenship values by equipping students with tolerance, respect for diversity, care for the environment, and the ability to adapt to cross-cultural and international challenges. The concrete application of global citizenship values at FIB School of Talents Malang can be seen through the school's collaboration with international institutions. Through these activities, students are given the opportunity to understand global issues and broaden their international horizons. This is in line with the interview conducted by the Chair of the Foundation, who stated that "...dan kami punya akses sampai internasional, ada yang dari Malaysia, Korea, dan Jepang."

In this case, schools play a role in opening up access to education at the international level and also provide space for students to learn and collaborate across

countries. Students not only hone their critical thinking skills but also communicate across cultures and instill universal values such as cooperation (Alkhalaf, 2024), social responsibility (Cleofas & Labayo, 2024), and empathy for the global community (Modi et al., 2024). This is also supported by researchers' observations and documentation, which show that during classroom learning activities, students sometimes communicate in English even though it is not the language of instruction for that subject. Thus, education in non-formal schools is an important means of preparing a generation that is intelligent, ethical, and globally competitive. It not only prepares students for success at the local level, but also leads them to become intelligent, ethical, and broad-minded global citizens.

5. Appreciation of Cultural Diversity

One important aspect in the implementation of SDG 4.7 at FIB School of Talents Malang is instilling an appreciation for cultural diversity within the school environment. Schools play an important role as inclusive institutions by upholding cultural, religious, linguistic, and social differences among students. In this case, FIB School of Talents Malang applies the "Sekolah Galeri" philosophy, which is an open and inclusive school. Through this philosophy, every student is accepted without discrimination and is given a fair opportunity to develop according to their respective potentials. This is in line with the interview presented by one of the teachers, "Semua siswa dari latar belakang yang berbeda. Dari segi agama ada yang islam, Kristen juga ada. Jadi kita sistemnya ya mau menerima asal sesuai dengan persyaratan yang ada di sekolah ini." This is supported by the researcher's observations and documentation, namely that in their teaching practice, teachers form heterogeneous learning groups so that students from different cultural backgrounds can work together to complete a learning project well.



Figure 2. Learning atmosphere at FIB School of Talents Malang

Through these activities, students learn to appreciate differences (Chen et al., 2024), foster tolerance, (Belda-Medina, 2024), and cultivate solidarity (Hsu et al., 2019). The evaluation conducted by teachers not only assesses the results of the work, but also pays attention to the collaboration process, mutual respect, and communication between group members. This ensures that the value of appreciation for diversity is truly internalized in students. With this approach, it is possible to create a learning atmosphere in schools that encourages the creation of a peaceful, safe, and mutually respectful environment through cross-cultural collaborative learning. FIB School of Talents has succeeded in creating a generation that uses diversity to strengthen national unity in order to appreciate cultural diversity in accordance with SDG 4.

D. CONCLUSION

The results of the study show that FIB School of Talents Malang has a strategic role in supporting the achievement of SDG 4.7 indicators through five main aspects. In terms of human rights, the school provides inclusive access to education by providing adequate facilities that can be used by all students without discrimination. From a Gender Equality approach, the school provides equal opportunities for men and women to actively participate in various learning and leadership activities. In terms of Anti-Violence, the school implements various preventive measures by providing anti-bullying educational content, enforcing discipline, and creating a safe, comfortable, and supportive learning environment. Meanwhile, in terms of Global Citizenship, the school provides opportunities for students to develop international competitiveness through collaboration with foreign institutions. In terms of Appreciation of Cultural Diversity, the school builds a collaborative and inclusive learning environment, where differences in students' cultural backgrounds are valued as strengths to foster tolerance and solidarity among students. Thus, non-formal education implemented at FIB School of Talents Malang has proven to be able to support the achievement of SDG 4, particularly in terms of quality education indicators. This shows that non-formal education is not merely a supplement, but an important part of shaping individuals who are intellectually capable and ready to compete at the global level. Therefore, the learning model at FIB School of Talents Malang can be used as a reference for other educational institutions in their efforts to achieve sustainable development goals in the field of education.

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