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# The Role of SDG 4: Quality Education on the Internationalization of Indonesia's Education

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## Abstract

This research explores the role and the effect of SDG 4: Quality Education in Indonesia's effort to internationalize its education system. This qualitative research utilizes the library research method to analyze the effect and role that SDG 4 has regarding the internationalization of Indonesia's education system. Through this research, it is found that SDG 4 plays a significant role in Indonesia's decision-making regarding the internationalization of its education, and SDG 4 became the base framework for the program that Indonesia designed and executed. SDG 4 plays a significant role in Indonesia's education system internationalization through its policies, budget allocations, and the implementation of SDG 4's targets and indicators in Indonesia's education internationalization programs.

## Key Words

Education Internationalization, Sustainable Development Goals, Quality Education, Inclusive Education

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## 1. Introduction

The accumulation of knowledge is one of the key drivers in the progress of human civilization, starting from the invention of tools and weapons in the stone age to reaching the contemporary era, where artificial intelligence has become a tool used daily by human civilization (Pauly, 2008). The creation of essential things that drive the progress of human civilization is driven by one vital thing, namely the development of effective and appropriate human resources. Developing these human resources starts from one effortless thing but is rarely done correctly by many governments worldwide, namely education. The quality of education that a country does not pay attention to will have a considerable impact on the country's progress in the global realm, and the development of an ineffective education system will also produce low-quality human resources that are unable to push the government to progress and compete in the global era today. Therefore, many countries are competing to create a complex and sophisticated education system to encourage the development of high-quality human resources that can drive the progress of nations and human civilization globally.

The need to develop an increasingly complex and sophisticated education system has led to the evolution of other education systems, from the individual to the global level. The demands that arise from the country's desire to create an effective education system then produce a situation where each country begins to look at the education system implemented by other countries in the hope of being able to adopt the education system in their own country and with

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another hope to replicate the effectiveness of the education system in their respective countries (Kusumawati et al., 2020). The adoption of education systems from other countries stems from the world's need to internationalize education, where countries can work together to create a more robust and reliable education system and knowledge accumulation and dissemination system.

Recognizing the transformative power a globally competitive education system can provide, Indonesia has now set an ambitious goal to internationalize its education system. It is done with a vision to improve society's competitiveness, create a globally engaged and contributing society, increase innovation, and raise the standards used in Indonesia's current education system to those used internationally.

Indonesia's ambition to internationalize its education system is based on an understanding of how much benefit the internationalization of the education system can bring to the nation; by using standards and practices that have been applied globally, Indonesia will be able to improve the competitive ability of its people massively. An internationally-oriented education system will give Indonesian students the skills, knowledge and mindset needed to thrive in an increasingly connected world. It means that Indonesian students will be able to develop critical thinking, creativity, and the ability to communicate in global languages such as English or Mandarin. Indonesia will also develop a sense of global engagement and contribution among Indonesians, where Indonesia will be able to develop a society that can engage and contribute directly and massively to resolving global issues. It means that Indonesian students will be directly involved in international collaborations, research, and community service projects so that Indonesia will have a global impact.

While Indonesia's ambition to internationalize education is very worthwhile, several challenges hinder Indonesia from pursuing this ambition. One of the most significant challenges is the need for a large investment in infrastructure, resources, and teacher training to meet the international standards used by Indonesia (Rulandari, 2021). Limited funds, infrastructure, and resource allocation are significant obstacles to reforming Indonesia's education system into an internationally-based education system. One of the other challenges hindering Indonesia's ambition to internationalize education is ensuring equal access to quality education across Indonesia's regions and socio-economic backgrounds (Nurfatimah, 2022). If not done in line with Indonesia's efforts to equalize access to education, Indonesia's internationalization of education will create an unhealthy educational environment and perpetuate the educational inequality that has plagued Indonesia for a long time (Nurfatimah, 2022).

Therefore, Sustainable Development Goal 4 is global governance that can provide Indonesia with a solution. Sustainable Development Goal 4 which focuses on creating quality education for all individuals, has a critical role where SDG 4 will act as a framework and basis for global governance used by Indonesia.

In general, the SDGs or Sustainable Development Goals are the main goals set by the United Nations to create change in the world globally over the next 15 years. The United Nations set the Sustainable Development Goals in 2015, hoping the seventeen target points within the Sustainable Development Goals can be achieved by 2030.

The idea of Sustainable Development Goals is familiar but has been around since 2000 in a different form. In 2000, the United Nations developed eight global goals called the Millennium Development Goals to welcome the new millennium. However, the Millennium Development Goals concept was later replaced by the Sustainable Development Goals designed in 2012 in Rio de Janeiro due to the assumption that the new challenges present in the world at that time could not be solved only by the Millennium Development Goals. The Sustainable Development Goals have a much larger scope and are more transformative than the Millennium Development Goals

(Fehling et al., 2013). The Sustainable Development Goals are also considered to be able to provide opportunities for developing countries to participate in advancing the program much better than the opportunities provided by the Millennium Development Goals considering Millennium Development Goals only benefit a few stakeholders and are considered unrealistic (Ruhil, 2015).

Some of the main issues discussed in the Sustainable Development Goals are poverty eradication, eradicating global Hunger, improving health and welfare, education, gender equality, and many more important points discussed. In this research, discussing the Sustainable Development Goals will focus on only one point, namely point 4, which talks about Quality Education. Point 4 of the Sustainable Development Goals aims to ensure inclusiveness and equity in quality education for all people and promote lifelong learning.

Point 4 of the Sustainable Development Goals is essential, considering it is the basis of many other points. Hence, the achievement of point 4 is one of the biggest priorities of the United Nations. Some points that are closely related to point 4 are SDG 1 (No Poverty), SDG 2 (Zero Hunger), SDG 3 (Good Health and Well-Being), and SDG 5 (Gender Equality). In fulfilling these Sustainable Development Goals, education's role is critical and significant (Liu, 2020). Point 4 seeks to ensure that all individuals have equal access to quality education at all levels, from primary to higher education, such as universities and other colleges. In addition, point 4 of the Sustainable Development Goals also seeks to promote lifelong learning opportunities, where the United Nations recognizes that education is not just limited to formal education. It means that the United Nations agrees that developing educational infrastructure not only limited to formal education is one of the goals that point 4 of the Sustainable Development Goals needs to achieve. With that goal, point 4 in the Sustainable Development Goals becomes one of the bases for the internationalization of education efforts undertaken by the United Nations member countries that agreed to the Sustainable Development Goals.

This research will limit itself by only discussing the internationalization of education in Indonesia and how the Sustainable Development Goals influence the implementation of the internationalization of education carried out by Indonesia. This restriction is done to fill the void of research on the internationalization of education based on the Sustainable Development Goals, specifically in Indonesia, considering that the discussion of the internationalization of education is a discussion that is widely discussed by educational experts or researchers in designing a more effective educational curriculum. However, research needs to discuss the role of Sustainable Development Goals in the steps a country takes in implementing the internationalization of education. It is even more challenging to find if it is focused on Indonesia as the leading actor in the internationalization of education in the country, considering that the discussion about the internationalization of education in Indonesia primarily discusses internal policies carried out by Indonesia but does not discuss what influences the making of these policies internationally. Therefore, the author has two research questions that aim to make this research stronger and sharper. The research questions are: 1) What role does SDG 4 play in the decision to internationalize education? and 2) How does SDG 4 impact the internationalization of Indonesian education?

The aforementioned two research questions are questions that researchers will try to answer in this research paper, and the two research questions also produce a title for this research paper, namely "The Role of SDG 4: Quality Education on the Internationalization of Indonesia's Education Sector."

## **2. Analytical Framework & Literature Review**

### **2.1. The Conception of Sustainable Development Goals Point 4**

In general, Sustainable Development Goals Point Four talks about the United Nations' efforts to ensure inclusiveness and equity in providing quality education and promoting lifelong learning opportunities for all (United Nations, 2023). It is done on the basis that education is a fundamental human right and a highly effective catalyst in achieving the other goals of the Sustainable Development Goals (Seto-Pamies & Papaoikonomou, 2020). Some examples of other goals that can be achieved if point four of the Sustainable Development Goals is achieved are poverty alleviation, improved health and well-being, gender equality, and a sustainable environment.

Sustainable Development Goals Point 4 is a collection of targets that guide governments, policymakers, and stakeholders to realize universal access to quality education. It means that all people will have access to education that is fair, accessible, affordable, and able to provide access to qualified teachers and eliminate gender disparities in education. It can only be done by taking a comprehensive and holistic approach to education, which means developing a more sophisticated education infrastructure, improving training and support for teachers, expanding access to educational resources and supporting technologies, and removing the many barriers to quality education such as poverty, discrimination, socio-political conflicts, and gender inequality.

Point 4 of the Sustainable Development Goals itself also emphasizes lifelong learning opportunities that can be accessed by all individuals who need them, so the development of educational infrastructure and educational accessibility is not only limited to formal education such as primary schools, secondary schools, and universities, but also learning in non-formal situations such as personnel training for asynchronous work, courses, and more. It will ensure that many Sustainable Development Goals based on adequate and accessible education can be achieved effectively and quickly. These lifelong learning opportunities will create a situation where individuals can improve their skills without being hampered by the needs of society and the increasingly tight job market.

The targets and indicators set by the United Nations in the fourth point are summarized by targets 4. a to 4. c (United Nations, 2023). Indicator 4.a addresses the importance of building and developing education facilities that are sensitive to children, disabilities and gender and provide a safe, non-violent and inclusive learning environment for all individuals. This indicator highlights the importance of designing an educational infrastructure and environment to accommodate the needs of learners from different backgrounds, abilities and genders. The educational environment should provide an inclusive space where all learners from diverse backgrounds can access quality education without facing infrastructure barriers and discriminatory practices. This indicator can be achieved by working together to build schools and classrooms that are accessible to learners with disabilities, creating policies that prevent violence, and fostering an atmosphere that values diversity.

Indicator 4. b itself speaks to the importance of creating scholarship programs for students from developing countries, particularly for higher education, vocational education, and other technical fields (Boeren, 2019). This indicator highlights the significance of providing opportunities for students from underprivileged backgrounds to access international education and training programs. The development of scholarship programs for students from developing countries, especially in microstates and countries with severe economic deprivation, will allow them to access higher education and valuable skills to advance their countries. By providing access to international education, such students will encourage knowledge transfer, cultural exchange, and the development of technical skills to help them develop their home countries.

Indicator 4. c addresses increasing the supply of highly qualified teachers through international cooperation in teacher capability development in developing countries. This indicator highlights the importance of strengthening teacher capacity and ensuring the availability of qualified teachers in developing countries (Boeren, 2019). This indicator can be achieved by creating international cooperation in teacher capability development programs that involve cooperation between countries, cooperation between educational institutions, and cooperation between international and national organizations in providing professional skill development opportunities for teachers, providing cultural exchange opportunities for teaching professionals, and capability building initiatives for teachers. By developing teachers' skills and knowledge through international collaboration, developing countries can improve the quality of education, develop teaching methodologies, and support the effective implementation of the internationalization of education systems.

Implementing the goals and programs that can encourage the achievement of point 4 in the Sustainable Development Goals requires enormous political commitment, abundant and fairly distributed resources, and strong cooperation between the government, civil society, and the private sector (Kumar & Aithal, 2020). It means that the implementation of the Sustainable Development Goals requires increased investment in the education sector both domestically and internationally to ensure that there is no education gap and achieve the primary goal of Sustainable Development Goals point 4, which is the accessibility of quality and appropriate education for all individuals at a broad level. It also requires the creation of cooperative mechanisms by universities from around the world. Policymakers from various countries that implement point 4 of the Sustainable Development Goals themselves also have a vital role in creating appropriate policies that can create a healthy environment that encourages the achievement of the goals of Sustainable Development Goals point 4, without excluding and also giving an active role to other stakeholders who have expertise in the field of educational planning and management and policy creation (Kumar & Aithal, 2020) Then, the next stage is the creation of an effective monitoring and evaluation system run by those authorized to regulate programs based on point 4 of the Sustainable Development Goals. It means that there must be the creation of a particular body or special task force that can carry out the function of supervising and evaluating programs that are carried out based on the goals expected by Sustainable Development Goals point number 4.

It can be concluded that Sustainable Development Goals point 4 is a global framework that aims to advance the accessibility of adequate and quality education and opportunities for lifelong education. It is done with the idea that education is one of the major forces in driving massive social change and achieving other Sustainable Development Goals that are equally important.

## **2.2. Status Quo of SDG 4 in Indonesia**

During the creation and implementation of Sustainable Development Goals point 4, Indonesia, as one of the signatories of the draft Sustainable Development Goals, expressed its commitment by ratifying and adopting the Sustainable Development Goals as a framework to solve social, economic and environmental issues in Indonesia. It means that Indonesia has incorporated Sustainable Development Goals point 4 in a law approved by its people and has been drafted as a formal regulation that will apply in Indonesia as a whole. Indonesia's follow-up on Sustainable Development Goals points four itself has been outlined in Peraturan Presiden Nomor 59 Tahun 2017, wherewith the existence of the Presidential Regulation, Indonesia has a significant commitment to carrying out activities carried out to achieve the goals of the Sustainable Development Goals by 2030. (Presiden Republik Indonesia, 2017).

Peraturan Presiden Nomor 59 Tahun 2017 is also the basis for creating various bodies created to oversee, evaluate, and implement programs that are considered to lead to achieving Sustainable Development Goals. These bodies are divided into four, supervised by the main body, the National Coordination Team. The four bodies are the Steering Board, Implementation Team, Working Group and Expert Team. As the name suggests, the steering committee is responsible for setting and communicating the agency's direction. The Steering Committee is chaired directly by the President of the Republic of Indonesia, and the Minister of National Development Planning is designated as the executive coordinator of the Steering Committee. Then, the Implementation Team is a team that will implement the directions set by the steering board in formulating and providing recommendations on policies that can be taken and coordinating with the implementers of the Sustainable Development Goals program. The following body is the Working Group which will assist the Implementation Team in formulating and recommending policies related to the Sustainable Development Goals. Then the last body formed is the Expert Team which consists of experts who are involved in the field and have expert status in creating Sustainable Development Programs. The Expert Team is responsible for providing consideration to the Implementation Team regarding the substance of the program designed and implemented by the Implementation Team.

In addition to these bodies, Indonesia also invites and opens the way for various layers of society to encourage the achievement of programs designed by the Indonesian National Coordination Team. Some of the layers of society invited to participate in the program's implementation are local governments, city governments, community organizations, philanthropists, business people, academics, and many other layers of society.

Based on these Sustainable Development Goals point four programs, Indonesia has implemented several programs aimed at strengthening the education sector in Indonesia and providing broad access for individuals in Indonesia to obtain quality education both academically and professionally. Some examples are the Indonesia Pintar Program (a scholarship program for Indonesian students from poor or vulnerable backgrounds to continue their education to higher levels) (Kemdikbud, 2019), Literasi Digital Nasional, which was initiated in 2017 with the aim that students in Indonesia can have access to digital knowledge necessary to remain knowledgeable and relevant in today's world, and most recently the Kampus Merdeka megaproject, which was created to provide greater access to advanced educational facilities such as internship opportunities with multinational companies in Indonesia, semester-long study abroad opportunities, and opportunities to study at other campuses in Indonesia.

### **2.3. The Conception of Internationalization of Education**

Internationalization of education is a concept that has been on the rise in recent times. Internationalization of education is a concept that discusses integrating international and intercultural dimensions in the education sector, both in terms of goals, functions, and services. Hans de Wit defines the concept of internationalization of education as the integration of international processes and intercultural and global dimensions into the function of education (de Wit, 2019). This concept itself includes many broader sub-concepts with different scopes and emphases. Some examples of internationalization include international contributions to syllabus design, international use of literature in a different language from the countries in which it is used, faculty and student exchanges, international studies, international technical collaboration, and academic staff mobility. In the context of internationalized educational activities, some examples include curriculum design with international collaboration methods, student or teacher exchanges, and intercultural teaching with the aim of cultural exchange.

Some stakeholders and actors working on the concept of internationalization of education are members of academia, such as researchers, staff, teachers, and students. Then there are educational institutions, host countries, and home countries that facilitate cooperation and smooth implementation of activities. These stakeholders undertake various ways to achieve the internationalization of education, some of which are the creation of international cooperation between countries or international organizations, opening Foreign Direct Investment channels in the further education sector, and many more (Kumar & Aithal, 2020). These stakeholders benefit from their efforts, in which educational institutions in different countries gain exposure to perspectives much broader than their home-grown perspectives, comprehensive knowledge exchange between countries, and improved academic quality and reputation. In contrast, students gain various benefits such as the opportunity to study in a foreign land, gain first-hand experience in experiencing different cultures and gain a broad global perspective. At the country level, countries can benefit from much higher quality human resources if they create educational cooperation with countries with a much higher education quality than their own.

There are many ways to achieve the internationalization of education. Some countries facilitate the internationalization of education by providing opportunities for universities from other countries to create inter-campus collaborations that take several forms, such as academic or academic staff exchanges, collaboration in the formation of global learning curricula, and many other forms of cooperation by universities. To achieve the ability of universities to do so, national policies must be designed and implemented effectively to guide educational institutions in creating collaborations and facilitating opportunities for the internationalization of education activities.

The concept of internationalization of education itself is a concept derived from the concept of globalization that occurs in the world, so many of the terms used in the conception of internationalization of education are borrowed from the conception of globalization, such as borderless education or cross-border education, global education, and many more. The correlation between the concepts of globalization and the internationalization of education also impacts the different views that come from the concept of globalization to the concept of internationalization. One of these views is the concept of periphery countries and core countries in the application of internationalization of education as conducted by Olga Cecilia Basora Gomez in her research entitled "Complexity and Transformation of Education: The Transition from the Local to the Global". She considers that the internationalization of education carried out globally must now pay attention to the educational processes in the periphery countries not to create a situation where the core countries dominate the global education system (Gomez, 2020).

#### **2.4. The Status Quo of Internationalization of the Education Sector in Indonesia**

Indonesia still needs to have specific regulations governing the internationalization of the education sector in Indonesia, so Indonesia itself still needs clear guidelines on how to internationalize the education sector properly (Kusumawati et al., 2020). It is interesting to note that Indonesia has undertaken various activities intending to increase the rate of internationalization of the education sector in Indonesia, especially in the country's universities, where Indonesian universities are encouraged to increase international integration of the learning and research systems in these universities. Some of the activities carried out by Indonesia in increasing the pace of internationalization of the Indonesian education sector are creating international programs such as student exchange for both Indonesian and international students, opening new pathways for Indonesian universities to collaborate with other universities to conduct academic activities such as developing new curricula in Indonesia,



exchanging knowledge about teaching, joint research internationally, and many more academic activities created by Indonesian universities.

So far, the regulatory basis for universities in Indonesia in conducting and accelerating the pace of internationalization of the education sector is UU No. 12 Tahun 2012 which talks about higher education, where the regulation does not explicitly talk about the internationalization of universities but provides a regulatory basis for international partnerships within universities (Pemerintah Indonesia, 2012). Article 50 of UU No.12 Tahun 2012 states that international cooperation is a process of interaction in integrating the international dimension into academic activities to play a role in international relations without losing Indonesian values. It is also in line with the concept of internationalization by a researcher named Jane Knight, who argues that a country should retain its international characteristics when internationalizing education (Knight, 2003).

So far, Indonesia's primary strategy in increasing the pace of internationalization of Indonesian education is still focused on solving the main problem of Indonesian education, namely the lack of competitive Indonesian human resources, as seen in Indonesia's position in the Global Competitiveness Index during the preparation of the Indonesian higher education strategy by Kemenristekdikti (2014-2015). Indonesia's position at that time was 34th out of all countries. Therefore, Indonesia has developed an education internationalization strategy that aims to improve Indonesia's competitive position globally, and Indonesia does this by using the QS World University Rankings as the basis for calculating the excellence of Indonesian educational institutions (Kusumawati et al., 2020). Therefore, Indonesia encourages educational institutions in Indonesia to enter the Top 500 Universities in the QS World University Rankings.

### **3. Research Method**

This research is a qualitative study using the library research method to explore the topic of the internationalization of education in Indonesia, the role of the Sustainable Development Program in the process, and the initiatives taken by the Indonesian government to achieve the targets they have set. This method is used because the topic requires in-depth analysis and understanding of a complex phenomenon such as policies, programs, initiatives and essential strategies in internationalizing Indonesian education. In this case, Library research is an appropriate method as it allows the author to collect and analyze data from recent literature, documents, and reports from the Indonesian government related to the research topic.

The qualitative research method allows the author to comprehensively analyze various programs, policies, and initiatives the Indonesian government implements in carrying out the internationalization process in the education sector. By conducting this comprehensive analysis, the author was able to explore more about the initiatives undertaken by the Indonesian government to provide a clear understanding of the efforts made by Indonesia to improve the quality of Indonesian education and human resources and provide an overview of how the Indonesian education sector creates a global engagement.

For this research, the author uses various kinds of secondary data from various sources as data to be collected and analyzed. The sources used come from various academic journal articles, books, reports, government documents, and various relevant online literature. These sources provide a wealth of information on the topic and serve as a foundation for explaining the concept and case studies of the internationalization of education in Indonesia.

The Library Research method begins with identifying keywords and concepts relevant to the internationalization of education and sustainable development goals. Then, these keywords are used to identify relevant literature related to these keywords and concepts in a literature search engine (Google Scholar). The relevant literature was then collected and thematically categorized

for further review. Then, the data contained in the literature was collected to analyze this research topic: The Role of SDG 4: Quality Education on the Internationalization of the Indonesian Education Sector.

#### 4. Results and Discussions

As explained in the literature review section, Indonesia is one of the countries that prioritizes the development of the education sector. It is evidenced by the various new policies created to develop the quality of education owned by Indonesia and the allocation of substantial state budget funds in the Indonesian education sector. In 2023 alone, Indonesia allocated around 612.2 trillion rupiahs into efforts to develop Indonesia's education sector (Putri, 2023). Sri Mulyani, Indonesia's Minister of Finance, stated that Indonesia's education budget is the highest in Indonesia's history, considering that this year, the education budget managed to break the 600 trillion rupiah mark (Santika, 2023). Indonesia also began implementing an education megaproject created to open channels for Indonesian students to get a much higher quality of education, namely the Merdeka Belajar curriculum developed by Nadiem Makarim as Indonesia's Minister of Education in 2022 (Kemdikbud, 2023). All these steps taken by Indonesia represent Indonesia's desire to improve the quality of education it has as a country.

Indonesia's ambition to develop its education sector through heavy state investment and the development and creation of new programs that provide extensive opportunities for Indonesian students is still a step with minimal regulation and guidance nationally, particularly in the development of the internationalization of education where Indonesia has yet to create clear regulations that are integrated with the governance of higher education in Indonesia. Therefore, Indonesia uses a framework that has been used internationally, namely the Sustainable Development Goals, especially in the fourth point. It is done because the vision of Sustainable Development Goal points four is very much in line with the vision of education development that Indonesia is trying to bring, which is to ensure an inclusive and equitable quality of education and increase lifelong learning opportunities for individuals in Indonesia, regardless of the background of the individual.

Sustainable Development Goals as a global framework are the basis for many programs implemented by Indonesia. The Sustainable Development Goals are used as a foundation for many programs implemented by Indonesia because the Sustainable Development Goals have provided targets and indicators for member countries that have ratified the implementation of the Sustainable Development Programs themselves. In this case, the Sustainable Development Goals provide a set of targets and indicators so that member countries can create work programs with specific goals. In this paper, the author will focus on one of the Sustainable Development Goals, namely point 4, which discusses inclusive quality education. It is done because point 4 is one of the fundamental points that can be the basis for achieving other Sustainable Development Goals, considering that quality education is one of the most significant factors in eliminating poverty, reducing inequality, and empowering individuals in member states economically, socially, and environmentally.

Some of the Sustainable Development Goals targets relevant to the internationalization process of Indonesia's education sector are point 4. a which talks about creating and developing facilities that can provide a safe and comfortable environment for children, individuals with disabilities and women. Creating such facilities should also be safe, violence-free, inclusive and effective for learners. Then, point 4. b talks about expanding the number of scholarships globally available in developing countries. Another target is 4. c which talks about substantially increasing the supply of qualified teachers through international cooperation between developing and developed countries. These targets have an international scope in their implementation, and

according to the author, they play an essential role in creating programs and policies that encourage the internationalization of the education sector in Indonesia.

The implementation of Sustainable Development Goal point 4 in the development of the internationalization of the Indonesian education sector has a very significant impact on the progress of the internationalization of the Indonesian education sector, where Sustainable Development Goals point 4 can become the basis for the creation of various Indonesian work programs in encouraging the progress of the internationalization of the education sector. In general, there are several main activities carried out by the Indonesian government in supporting the internationalization of the education sector, namely international collaboration by Indonesian higher education institutions, increased international publications by Indonesian scientists and researchers accompanied by increased incentives by Indonesian higher education institutions (Adnan & Purwo, 2022), international capacity building of teachers, and international mobility of students and teachers to increase intercultural knowledge. Indonesia has developed leading programs to implement these activities based on these activities.

The first program created by Indonesia is the creation of scholarships for Indonesian students to absorb the knowledge that will be brought back to Indonesia through learning at universities abroad. This scholarship itself consists of two types. The first type is what the author calls an in-house or internal scholarship directly granted by the Indonesian government to students who will study abroad. The second type of scholarship is what the author calls a cooperation scholarship or scholarship that comes from the cooperation between the state and foreign actors who want to fund the learning of Indonesian students abroad. Some examples of scholarship program in Indonesia are the LPDP (Lembaga Pengelola Dana Pendidikan) scholarship provided by LPDP as an agency under the Ministry of finance and is responsible for providing scholarship services for qualified students. Then, there is also the Kemitraan Negara Berkembang or KNB, which is a program under the Ministry of Research, Technology and Higher Education that provides scholarships for international students to study in Indonesia (specifically for developing countries) (Kemendikbud, 2023). While scholarships from external parties and result from cooperation with the Indonesian government are Australian Development Scholarships given by the Department of Foreign Affairs and Trade of the Australian government in collaboration with the Indonesian government to provide Indonesian students access to study at higher education institutions in Australia. There is also the Monbukagakusho which is a scholarship program between the Japanese government and the Indonesian government that provides opportunities for students from Indonesia to continue their education at higher education institutions in Japan. Many more scholarship programs are provided by various government and non-profit agencies from abroad for Indonesian students who want to access higher education in other countries. According to the author, the scholarship program is Indonesia's leading program in implementing the internationalization of education, considering that this program is very accessible to Indonesia's leading stakeholders in the context of internationalization of education, namely students.

The next program is a research incentive program provided by the Indonesian government and Indonesian universities to researchers and lecturers who publish their research internationally (Adnan & Purwo, 2022). The Indonesian government provides around 30 million for Indonesian researchers who successfully publish their research in journals that have entered the Scopus index level Q1, 15 million for journals that have entered the Scopus index level Q2, et cetera. This incentive is provided by the Indonesian government so that Indonesia can increase the amount of research produced by Indonesian researchers and scientists in the global realm. The Indonesian government does this because research output is one way for Indonesia's competitive level in the global sphere to increase. With an increase in Indonesia's competitive

level in the global sphere, the quality of human resources produced by Indonesia will also increase. It is also seen as a way for Indonesia to increase the prestige of Indonesian universities to be seen as destination universities for international students.

Furthermore, the BRIDGE School Program is implemented between the Australian and Indonesian governments. The BRIDGE School Program is a program that occurs as a result of cooperation between the governments of Indonesia and Australia to produce intercultural dialogue and interaction that develops between the two countries (Australian Government Department of Foreign Affairs and Trade, 2023). In general, the BRIDGE School Program is an innovative education program that connects schools in Indonesia and schools in Australia to develop a relationship to increase the capacity of teachers and students from both countries. It is done with the awareness that intercultural knowledge and skills are fundamental in the era of globalization, so intercultural knowledge and skills need to be instilled in the younger generation of both countries. This program is implemented by holding professional development activities for teachers and students from both countries through virtual or in-person activities.

The most recent Indonesian education internationalization program is the IISMA or Indonesian International Student Mobility Award program implemented starting in 2021, in which the Ministry of Education and Culture, led by Nadiem Makarim, creates a way for Indonesian undergraduate students to do student mobility for one semester at partner universities abroad. The Ministry of Education and Culture implements this program to create Indonesian students who have good intercultural dialogue skills and absorb the knowledge available from the best campuses in the world today.

As described above, the programs directly manifest Indonesia's ambition to develop and advance the internationalization of the Indonesian education sector. By developing these programs and making Sustainable Development Goals point four a form of framework that underlies the design of these programs, Indonesia is moving towards providing quality and inclusive education and empowering individuals from diverse backgrounds in Indonesia.

## 5. Conclusion

Today, Indonesia has placed the development of the education sector as one of its biggest priorities. It can be seen from Indonesia's various policies and state budget allocations. In 2023 alone, Indonesia allocated approximately 612.2 trillion rupiahs in its education development fund, a historical allocation of funds considering that the figure of 612.2 trillion rupiahs is the highest figure ever allocated by Indonesia to the development of the education sector. Furthermore, Indonesia is also working to create a megaproject called the Merdeka Belajar curriculum and Merdeka Campus. This project houses many programs that aim to improve the quality of Indonesia's human resources and provide inclusive access for all levels of individuals in Indonesia. With the development of the education sector, Indonesia has also made the internationalization of education one of the significant efforts in Indonesia's efforts to develop the Indonesian education sector.

The internationalization of Indonesia's education sector plays a vital role in its development of Indonesia's education sector. Given the internationalization of education, Indonesia can develop its human resources and create comprehensive cooperation with other countries that can become a gateway for other cooperation in other sectors of Indonesia. To realize the internationalization of education, Indonesia undertakes several activities that can encourage the success of these efforts. Some of these activities are increasing the number of international inter-university collaborations, increasing the number of publications of Indonesian researchers and scientists in international publications (Adnan & Purwo, 2022), capacity building for Indonesian teachers, and mobility opportunities for actors in the education sector such as students, teachers,

and education staff. Indonesia itself has established several programs based on these activities, such as the provision of international scholarships from government and non-government organizations from outside Indonesia, economic incentives for researchers who successfully produce research published in international journals, the BRIDGE School Program between Indonesia and Australia, and the IISMA (Indonesian International Student Mobility Award) program.

These programs created by Indonesia reflect Indonesia's commitment to implementing and accelerating the process of internationalizing education based on the fourth point of the Sustainable Development Goals set by the United Nations and ratified by Indonesia. Therefore, the Sustainable Development Goals, especially the fourth point, strongly influence Indonesia's decision to create educational internationalization programs. Indonesia does it places Sustainable Development Goal point four as the target to be achieved by the Indonesian education sector. Therefore, the majority of programs created by Indonesia make the Sustainable Development Goals their basic foundation.

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