



## Implementation of *Sustainable Development Goals* (SDGs) in realizing quality education at Daarut Tauhiid Boarding School Putri Junior High School

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### ABSTRACT

This research is motivated by the fact that there are still several schools that have not been fully able to show efforts in realizing the SDGs goal 4, namely quality education. This study aims to describe and analyze the steps taken in the planning, implementation, and evaluation stages of the implementation of SDGs in realizing quality education at Daarut Tauhiid Boarding School. In addition, this study also identifies the supporting and inhibiting factors in the implementation of SDGs to achieve quality education at the school. This study uses a qualitative approach and case study method with observational data collection techniques, interviews and documentation. Based on the research results, it can be concluded that Daarut Tauhiid Boarding School Putri has implemented the Sustainable Development Goals (SDGs) in realizing quality education with the implementation of the Independent Curriculum and the Daarut Tauhid Islamic Boarding School Curriculum which focuses on character education in the form of good and strong character (BAKU). The BAKU character consists of six character assessments, namely sincerity, honesty, tawadhu, courage, discipline, and resilience. The pesantren curriculum has 4 curriculum pillars, namely: ma'rifatullah, entrepreneurship, leadership, and environmental insight.



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## INTRODUCTION

Indonesia as a developing country continues to make improvements as a form of effort to create a better education system. Efforts to improve education in Indonesia are an effort to change the view of other countries that developing countries lack good human resource management, educational services and administrative skills to support them to become developed countries. These efforts are enshrined in education quality standards, namely Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning amendments to Government Regulation Number 19 of 2005 concerning National Education Standards (SNP).

Quality education can be defined as an education system that provides high quality standards, aims to develop students' full potential, and prepares them to face challenges in their personal, professional, and social lives. Each educational unit must meet standards, starting from teachers, infrastructure standards, graduation standards, etc. When the school is considered to meet these standards, then the school can be declared a school with quality education. Quality education is education that is able to produce graduates who have abilities or competencies, both academic and vocational competencies, which are based on personal and social competence, as well as noble moral values, which are all life skills (*life skill*) (Sudrajat, 2019).

However, it is very unfortunate that based on the phenomenon that occurs in the field, the quality of education in Indonesia is not fully educational, able to show innovative progress that can facilitate schools to be able to create better education. This is evidenced by the latest data as of 2016, 88.8 percent of schools in Indonesia from elementary to high school/vocational school still do not pass the minimum service standard quality. In Basic Education until now, educational services ranging from

teachers, school buildings, library and laboratory facilities, textbooks and enrichment and reference books are minimal. At the elementary school level, only 3.29 percent of the 146,904 are in the category of national standard schools, 51.71 percent in the minimum standard category and 44.84 percent below the minimum education standard. At the junior high school level, 28.41 percent mean that 44.45 percent have the minimum standard and 26 percent do not meet the minimum service standard. 2). According to the 2003 Ministry of National Education and Development Research and Development Data, it is also stated that for elementary school units, out of all classrooms from 146,052 institutions that will accommodate 25,918,898 students, 42.12 percent are in good condition, 34.62 percent are lightly damaged and 23.26 percent are severely damaged (the number of classrooms is 865,258 pieces). (Zamjani et al., 2020) This situation also occurs in junior high schools, MTs, high schools and MA. This proves that education in Indonesia is not fulfilled by the educational infrastructure. In addition, character education has not been integrated well enough so that there are still many cases of sexual harassment, *Bullying* or bullying that has occurred and has even taken many victims at various levels of education units. 3). Based on data from the Federation of Indonesian Teachers' Unions (FSGI) collected from Republika, there were 16 cases of bullying that occurred in the school environment in the period from January to August 2023 (Muhamad cited in Aprilianto & Fatikh, 2024).

Based on the data above, the quality of education in Indonesia is still lacking so there is a need for a precise strategy in finding formulations as an effort to improve quality. One of the causes that can affect the quality of education in Indonesia is that there are still schools that are not wise/wise, then there are no programs that support the achievement of education quality. In response to this, the SDGs are present as a new breakthrough that is expected to provide solutions to global problems, one of which is related to the quality of education.

*The Sustainable Development Goals* (SDGs) are an effort to improve and support the welfare of the community, including improving the quality of education. *The Sustainable Development Goals* (SDGs) provide an important foundation for improving the quality of education globally. The fourth goal of the SDGs emphasizes the importance of inclusive, quality, and sustainable education. Through SDGs 4, the world is committed to ensuring universal access to quality, equitable, and relevant education for all. This research is relevant to efforts to achieve the SDGs because it is related to one of the strategies to implement sustainable development in goal 4, namely quality education contained in target point 4.7. "By 2030, ensure that all learners acquire the knowledge and skills necessary to enhance sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and respect for cultural diversity and cultural contributions to sustainable development."

Aleixo et al. (2020) provides a critical analysis of how Sustainable Development Goals (SDGs) are integrated into higher education institutions (HEIs) in Portugal. The study highlights that HEIs show varying levels of commitment to Education for Sustainable Development (ESD). Some institutions actively incorporate more SDGs to foster a culture of sustainability. In total, 198 courses across Portuguese HEIs explicitly address at least one SDG, with each institution offering an average of six such courses. Universities tend to offer more SDG-related courses than polytechnics, and master's programs more so than undergraduate programs. Most of these courses are concentrated in the social sciences, humanities, natural, and environmental sciences. The SDGs most commonly addressed are SDG 15 (life on land) and SDG 7 (affordable and clean energy).

According to research by Rulandari (2021), Indonesia has shown progress in terms of timeliness and participation since the initial ratification of the SDGs. Nonetheless, challenges to SDG implementation, particularly on the Quality Education SDG, remain. These challenges include accountability, acceptance of data from non-governmental organizations, and participation. These should be seen as opportunities to improve performance to achieve quality education by 2030. The active role of the government, higher education initiatives, and coalitions of civil society organizations are also needed to ensure the achievement of inclusive and participatory education SDGs.

SMP Daarut Tauhiid Boarding School Putri is a school based on Islamic boarding schools. The pesantren education system has great potential in integrating the goals and principles of the SDGs in the curriculum and various types of educational activities. Thus, pesantren can give birth to a young generation who have a deep understanding of Islamic teachings and a strong commitment to sustainable development. This is evidenced by the discovery of several programs that support the SDGs in realizing quality education. Therefore, Daarut Tauhiid Boarding School Girls' Junior High School is one of the schools that can be used as *a role model* in the implementation of the fourth goal of the SDGs, namely quality education. So that the focus of the researcher will reveal how to implement the SDGs in realizing quality education at Daarut Tauhiid Boarding School Girls' Junior High School.

This study aims to describe and analyze the steps taken in the planning, implementation, and evaluation stages of the implementation of SDGs in realizing quality education at Daarut Tauhiid Boarding School. In addition, this study also identifies the supporting and inhibiting factors in the implementation of SDGs to achieve quality education at the school.

## RESEARCH METHODS

The approach in this study uses a qualitative approach with a case study method to obtain substantive, focused, and detailed information and in accordance with the research objectives regarding the implementation of *the Sustainable Development Goals* (SDGs) in realizing quality education at Daarut Tauhiid Boarding School Putri Junior High School with observation data collection techniques, interviews, documentation, and literature studies. This research involved the Principal, Vice Principal for Curriculum, Islamic Religious Education Teachers, and *Musyrifah*.

The data collected was analyzed with a qualitative analysis approach. Data reduction and presentation are carried out to identify patterns, themes, and relationships that arise from interview data, observations, documentation, and the results of literature studies. Data analysis was carried out inductively by referring to Edward Sallis' theory of Quality Education as a framework of understanding.

## RESULTS AND DISCUSSION

Sustainable Development Goals is a global-scale development agenda as a continuation of the previous development goal agreement, namely Millennium Development Goals (MDGs) which ended in 2015. The SDGs have one of the education-related goals formulated in Goal 4, namely Ensuring inclusive and equitable education and promoting lifelong learning opportunities for all. Without education, success in sustainable development plans is impossible to achieve (Subhasree Pal, 2020).

Education has the ability to bring a person to a high degree, namely to become a knowledgeable human being. Knowledge combined with faith allows a person to pass on the legacy of devotion to Allah SWT. The Prophet PBUH used education as a method to perfect human beings and prevent them from immoral acts, weakness, poverty, and division (Anshori, 2010). Crouch et al. (2021) argues that there is a need to focus on improving systems, and use basic learning as a key principle to promote equitable learning for all. Basically, efforts to achieve the SDGs target are a global development priority that requires synergy of planning policies at the national level, at the provincial and district/city levels. The SDGs in Indonesia are in line with the 2015-2019 National Medium-Term Development Plan (RPJMN) and the 2020-2024 RPJMN in the form of measurable programs, activities, and indicators as well as indications of funding support. BAPPENAS (2023) The reason is, the quality of education will also depend heavily on the quality of human resources that are actually produced (Muala & Nugraheni, 2024).

### Efforts to Improve the Quality of Education at Daarut Tauhiid Junior High School Putri Bandung

#### 1. Planning Stage

Based on the results of observations and interviews, the researcher found that SMP Daarut Tauhiid Boarding School Putri Bandung has implemented the *Sustainable Development Goals* (SDGs). Starting from the planning process by implementing the Independent Curriculum combined with the

Distinctiveness Curriculum of the Daarut Tauhiid Islamic Boarding School as one of the efforts of the Daarut Tauhiid Foundation to handle education quality problems, especially in character education and strengthening the memorization of students. According to Law Number 20 of 2003 concerning the National Education System, the curriculum is a set of plans and arrangements regarding the objectives, content and subject matter as well as methods used as guidelines for the implementation of learning activities to achieve certain educational goals.

In designing a good and relevant curriculum, the school will definitely prepare the Operational Curriculum of the Education Unit (KOSP) first before the new school year is implemented, to be verified by school supervisors from the Bandung City Education Office. All elements of the school starting from the principal, deputy head of curriculum and curriculum team, representatives of nurturing, the administration team, the deputy principal for facilities, and the school committee became one unit in the school curriculum drafting team. As for curriculum planning, Islamic boarding schools have their own drafting team, known as the Working Group (POKJA) curriculum team, the Program Curriculum Preparation Team (TPKP), with an evaluation process that is carried out every year during the audit of the Student Achievement Report (LPS). The preparation of the Daarut Tauhiid curriculum is designed for 2 years with a drafting group consisting of the principal, deputy head of curriculum and representative teachers from each school under the auspices of the Daarut Tauhiid Foundation.

The Daarut Tauhiid Curriculum is an additional curriculum that distinguishes it from other schools and has a special mandate that must be conveyed, just as in the Independent Curriculum there is a Pancasila Student Profile (P5), while in DT there is also a Daarut Tauhiid Student Profile which is pursued and developed in accordance with the expectations and goals of the school. The Daarut Tauhiid curriculum focuses on character education and strengthening students' memorization.

In the context of character education, SMP Daarut Tauhiid Boarding School Putri has a typical BAKU Character program (Good and Strong) which is applied to all activities in schools and dormitories with assessment topics: (1) Ikhlas (Purifying intentions, cleansing the heart from all deviant intentions), (2) Honest (Representation of manners towards others who must bring happiness as a form of investment), (3) Tawadhu (Humble attitude, believing that all achievements, all strength, whatever we achieve is a form of gift from Allah SWT), (4) Courage (Without courage, it will not be possible to do any type of activity/activity), (5) Discipline (With the existence of several habituation programs carried out from waking up to bedtime to make ourselves more organized, both in thinking, acting, and saying good), and (6) Tough (Faith and mental strength are always trained to make students strong, sturdy, continue to stand, never complain and give up). Because the Daarut Tauhiid Foundation emphasizes the principle that being intellectually great alone will not be enough before Allah SWT if it is not accompanied by faith.

Islam provides spiritual exercises and religious practices in the form of worship to consistently, nurture and lead human beings to a noble and noble moral level. It is in the word of Allah which means "*And do prayer, for it is a prayer that prevents evil and evil things.*" (Q.S. Al-Ankabut [29] : 45). Character education has instantly become a hot discourse in the world of Indonesian education. Although the idea of character is an old idea, as old as the history of education, the emergence of the idea of "Character Education" interrupts us, or even pokes at our complacency. The character is like the ocean, unsinkable and unintervenable (Ismail, 2016).

Character education is considered a major concern for every school when implementing their education system (Hastasari et al., 2022). The educational unit can determine the priority of character education values to be developed in accordance with the interests and conditions of the educational unit, so that in its application, there may be differences in the types of character values developed between one school and another. If the above character values are developed in a planned and sustainable manner, it is certain that students have superior character in their environment and vice versa.

## 2. Implementation Stage

The implementation of *the Sustainable Development Goals* (SDGs) in improving the quality of education at Daarut Tauhiid Boarding School Putri Junior High School is applied to the learning process that refers to the Daarut Tauhiid Islamic Boarding School Curriculum which is applied with the content

of indicators centered on students, the school provides good services and orientation to students. Then, the contextual curriculum where SMP Daarut Tauhiid Boarding School Putri has a pesantren curriculum in which there are 4 pillars of the Daarut Tauhiid curriculum, namely *the ma'rifatullah* pillar curriculum, the entrepreneurship *pillar curriculum*, the leadership *pillar curriculum*, and the environmental insight pillar curriculum. In its implementation activities, SMP Daarut Tauhiid Boarding School Putri has several excellent programs and daily agendas of students who insert the values of BAKU Character, including the following:

**a. Curriculum of the pillars of *ma'rifatullah***

*Ma'rifatullah* (Knowledge of God) leads to purity of heart and struggle of the soul, so that a level of purification is attained that cannot be attained by the senses and reason by itself (Ahmed, 2017). Concept *ma'rifatullah* at SMP Daarut Tauhiid Boarding School Putri is implemented with several activities as follows:

- 1) The habit of daily worship (*mutaba'ah yaumiyyah*) carried out in the dormitory such as congregational prayer, tahajud prayer, dhuha prayer, shaum sunnah, morning & evening dhikr, daily almsgiving, and ODOJ/*One Day One Juz*.
- 2) Halaqoh pesantren is carried out 2 times in 1 week every ba'da maghrib/isha. This activity contains a study of the book with the theme of discussing the creed of morality, fiqh, and Islamic dates.

**b. Entrepreneurship Pillar Curriculum,**

Entrepreneurship education is seen as the process of creating something different and valuable by devoting the necessary time and effort, by assuming the financial, psychological, and social risks that come with it, and receiving the resulting rewards in the form of money and personal satisfaction. (Waller et al., 2021). Pillar curriculum *entrepreneurship* This aims to form independent and innovative student personalities by fostering the soul of *entrepreneur* through several activities as follows:

- 1) *Market Day*, in this activity, students learn and apply entrepreneurial skills by selling a product or service owned by students. This activity was carried out in conjunction with the PERSESERA program (Camp, Monday, Tuesday, Wednesday).
- 2) The Inspiration Literacy Movement (GELIS) with 5 programs that are already running, namely: Pi-Radio, Pi-Podcast, Let's Literate (ALI), Film, and Song. In this activity, SMP Daarut Tauhiid Boarding School Putri has collaborated with PT Manajemen Qolbu Televisi (MQTV), a company engaged in television broadcasting and production houses by organizing routine activities to fill podcasts with the theme of educational inspiration, as well as training students in making short films, podcasts, radio with professional coaches and studios and *devices* that also support.

**c. Leadership Pillar Curriculum,**

At the core of most definitions of leadership are two functions: providing direction and exerting influence (Toprak, 2020). Basically, the concept of *Leadership* This is more emphasized on Ikhwan students, but Akhwat students must also be equipped with leadership values at least to be able to become leaders for themselves. In forming leadership/ *Leadership* in each student, SMP Daarut Tauhiid Boarding School Putri facilitated several activities as follows:

- 1) The Islamic Boarding School Organization (OPP) is an intra-school organization at SMP Daarut Tauhiid Boarding School Putri.
- 2) The PERSESERA program (Monday, Tuesday, Wednesday Camp) is a student camp activity carried out by grades 7 and 8 when grade 9 carries out the graduation exam.
- 3) Community Service Practice (PKM) is a form of student service to the community such as sharing food, basic necessities, helping to teach ngaji at the landfill, and implementing BR-3T (Clean, Neat, Orderly, Orderly and Maintained) in surrounding mosques or social institutions to train students' personalities, sensitivities and social skills to be more grateful and grateful to

Allah SWT. This activity is attended by grade 9 students every November/December with a series of activities that have been standardized by the Foundation and compiled by the Waka Kesiswaan along with parenting at the beginning of the school year. This activity is under the supervision of musyrifah which is rolled and adjusted to the destination (receiving institution) which lasts at least 2-3 days and is maximized for 1 week which is adjusted by the relevant institution.

- 4) Student Leadership Training (LKS), In this activity, the students are fostered to foster the spirit of their leadership which is packaged into various forms of physical, spiritual and intellectual activities. The Santri Leadership Training was carried out outdoors such as in the forest in collaboration with the SSG (Ready-to-Use Santri committee). One of the goals of this LKS activity is so that the students have a good, strong, trustworthy and responsible character.

#### **d. Environmental Insight Pillar Curriculum**

Manusia as the caliph of Allah is also responsible for being able to harmonize religion, education, and the environment with the awareness that all elements of life are creatures created by Allah (Pujianto et al., 2021). One of the main duties and functions of the principal as a manager is to manage and develop all school resources. Where the school environment has a great influence on the success of managing education. A clean, beautiful, comfortable, and shady environment will make people feel at home (Sudariyah, 2022).

SMP Daarut Tauhiid Boarding School Putri has initiated the development of a safe and healthy environment and developed the health and safety of students by implementing the BR-3T (Clean, Neat, Orderly, Orderly, Maintained) flagship program which is a characteristic of Daarut Tauhiid since its inception. One example of its application is storing slippers neatly or cleaning the bed without leaving dirt, stains and garbage. Not only places and things must be clean, but we also have to clean ourselves because as Muslims we must always maintain cleanliness (Yudi, 2020).

The programs that are an implementation of BR-3T are by carrying out a waste collection movement using the concept of TSP and Komiba-Free.

- 1) TSP (Refrain from littering, Keep garbage in its place, Collect garbage, God willing, alms)
- 2) Komiba Free (Messy tidy, Wet dried, Dirty cleaned, Tilted straight, Danger Safe).

Students get a schedule for the implementation of the BR-3T program with assessments that are carried out every day to be recapped every week, month, and semester. The assessment carried out by *the assessor* by making a percentage assessment for the implementation of BR-3T in offices, dormitories, fields, school areas, school halls, and classrooms as an evaluation process whether the school actually implements it or not.

#### **e. Strategies for Strengthening Teacher Competence and Support for Parents/Guardians of Students**

In realizing the 4 pillars of the curriculum, teachers must have qualified strategies and competencies. The improvement of teaching practice depends not only on the quality of training programs, but also on the encouragement and commitment to implement strategic initiatives that influence the program design and the comprehensive improvement of the training process, improve the mastery of competencies and training actions that promote the comprehensive development of teachers (González-Fernández et al., 2024). In order for the community to carry out the mandate properly, it is necessary to have provisions and directions. One of the ways foundations/institutions are trying to improve the abilities of their educators is by holding the Teacher School Program and the DPG (Teacher Professional Training) Program.

- 1) Teacher School Program

This teacher school program is an activity that is only held for the Daarut Tauhiid institution/foundation as a process of increasing teachers' knowledge before the learning process (as a space for introspection and learning in order to become teachers who continue to learn better and become good role models for students). This program aims to make teachers

understand and understand (Sugiono, 2015) The main purpose and function and portion are more structured, knowing how to find problems to be solved by presenting the latest solutions to be tested, and knowing how to recognize the students as well as know the right treatment and methods to be used later.

## 2) DPG (Teacher Professional Training) Program

The DPG (Teacher Professional Training) program is a training activity for the preparation of teaching modules, lesson plans, syllabi, and other learning assessments with 4-5 teacher representatives, principals, and deputy heads of curriculum within the scope of the Daarut Tauhiid Foundation. By holding this activity, it is hoped that the teacher representatives can socialize it back to other educators so that the independent curriculum and the Daarut Tauhiid curriculum can be implemented properly.

In addition, in realizing the 4 pillars of the curriculum, cooperation and support from parents/guardians of students are needed. So parents must also have an awareness of responsibility in educating and nurturing their children. (Suryani, 2021) Because educating students is the responsibility of educational institutions and parents, both are required to have the same direction and goal in educating the students which was then initiated by the Wali Santri and Guest Teacher Islamic Boarding School Program.

## 3) Wali Santri Islamic Boarding School Program

The Wali Santri Islamic Boarding School program is a forum/facility facilitated by SMP Daarut Tauhiid Boarding School Putri, so that schools can equalize the frequency with parents/guardians of students. This program is carried out at the end of every month in accordance with the syllabus plan that has been made. And the syllabus is responsible for the counseling guidance teacher and the psychology bureau whose task is to determine the themes of the material for the next 1 semester to be delivered to parents/guardians and students. In this activity, the school invites experts in the field of education and parenting such as psychologists and *ustadz/ustadzah*. So this student guardian pesantren program is a forum as a vehicle for parents to know the development of students.

## 4) Guest Teacher Program

In the guest teacher program, the school collaborates with parents of students who are competent in certain fields according to the theme taken. This activity is carried out at least 1 time in 1 semester and sometimes, this guest teacher program is combined with the KABUSA (Monthly Student Study) program.

### 3. Evaluation Stage

Ibrahim et al. (2014) states that evaluation is an activity that is usually carried out to make an assessment of the feasibility of planning, implementation, and results of a program or policy. Meanwhile, according to Sugiono (2015) Evaluation is the process of finding out how far the planning can be implemented and how far the program goals are achieved.

Several programs that researchers found at SMP Daarut Tauhiid Boarding School Putri are a form of implementing the SDGs that have been carried out as an effort to improve the quality of existing education. These programs have BAKU (Good and Strong) character values contained in every aspect. In addition to preparing in the academic assessment process that is adjusted to the school curriculum, namely the Independent Curriculum, SMP Daarut Tauhiid Boarding School Putri also has a special orientation to character assessment and memorization for students who have been standardized and adjusted to the Islamic Boarding School Curriculum. Therefore, SMP Daarut Tauhiid Boarding School Putri holds several types of assessments with different formats, namely:

#### a. Academic Assessment

##### 1) Daily exams

Daily exams are a form of assessment conducted on a regular basis to measure students' understanding of the material that has been taught on a daily or weekly basis. It aims to ensure

that students master the subject matter gradually and consistently, as well as to identify which parts require reinforcement or re-learning. Daily exams also help teachers monitor students' progress and provide quicker feedback, so that students can immediately correct mistakes or shortcomings before facing larger exams such as midterm or final exams.

2) Program BeTa & Enrichment

The *enrichment program* is carried out in tandem with the BeTa (Additional Learning) program. The *Enrichment* and BeTa programs are carried out every month which contain activities in the form of relearning material that has not been understood as remedial. The implementation of BeTa activities is divided into 4 weeks, the first 3 weeks of the implementation of peer tutors, namely learning with tutors by students after a briefing from the subject teacher.

In the 4th week, students participating in the BeTa program carried out a *posttest*, while students who became tutors carried out *enrichment* about the material discussed in BeTa activities. *The enrichment* is more focused on the development of students' technological abilities such as making applications related to mathematics by inviting resource persons who are experts in their fields. The enrichment assessment is not assessed in terms of whether the students are successful in carrying out *the project*, but are judged from what findings are obtained in the *project* which are then presented by the students.

3) ASAT (Year-End Summative Assessment)

ASAT is a summative assessment program for students that is carried out at the end of every semester. The implementation time of ASAT at SMP Daarut Tauhiid Boarding School Putri lasted for two weeks, namely a writing week and a practice week. For the practice week, it is a mixture of various school and boarding subjects such as; Quran memorization test, hadith and prayer.

**2. BAKU Character Assessment**

BAKU (Good and Strong) character assessment is an assessment carried out every month involving assessments of oneself, fellow friends, school principals, classroom teachers, subject teachers, and *musyrifah*. In the BAKU character assessment, there are 6 assessment topics with different indicators, including:

**Table 1.** BSTANDARD Character Assessment Indicators

Aspects	Indicators
Sincere	<ol style="list-style-type: none"> <li>1. Obey the teacher and musyrifah sincerely because of Allah SWT</li> <li>2. Initiative to do TSP, KOMIBA FREE sincerely because of Allah SWT</li> <li>3. Reminding to worship well to friends because of Allah SWT</li> <li>4. Loving and protecting the younger classmates sincerely because of Allah SWT</li> </ol>
Honest	<ol style="list-style-type: none"> <li>1. Honestly fill in the MY according to the worship done</li> <li>2. Honestly do exams and assignments</li> <li>3. Honestly admit mistakes</li> <li>4. Honest in amar ma'ruf nahyi mungkar</li> </ol>
Tawadhu	<ol style="list-style-type: none"> <li>1. Speak politely (do not interrupt the conversation and do not raise your voice when speaking)</li> <li>2. Not picky in making friends</li> </ol>



Aspects	Indicators
	3. Obey the advice of teachers and deliberations
	4. Be polite and be an example
Brave	1. Dare to speak in public
	2. Dare to admit mistakes
	3. Dare to change for the better
Discipline	1. Discipline is present on time in all activities
	2. Discipline in speaking
	3. Discipline in complying with the rules
	4. Discipline in doing assignments
Tough	1. Do not complain in carrying out learning activities and carrying out duties from parents, teachers and musyrifah
	2. Istiqomah worship on time
	3. Admit mistakes and learn not to make the same mistakes
	4. Able to control emotions when facing problems

#### 4. Supporting and inhibiting factors

The supporting and inhibiting factors in this study can be described as follows:

##### a. Supporting Factors

With a variety of excellent programs ranging from daily worship habits, *tahfidzul qur'an*, the existence of student character formation programs, self-development, and guided learning with a daily agenda of students that has been systematically scheduled. SMP Daarut Tauhiid Boarding School Putri also has professional educators and supporting infrastructure. There are several learning support facilities that are already available, such as; classrooms, sports fields, literacy halls (libraries), studio rooms (*podcasts*, radio, *microteaching*), music rooms, science laboratories, computer laboratories, School Health Units (UKS), canteens with good environmental conditions because they are within the scope of the pesantren and for 24 hours are monitored directly by foster guardians (*musyrifah*).

Then there is enthusiasm and enthusiasm from the students of SMP Daarut Tauhiid Boarding School Putri to continue to be better individuals in carrying out every learning process both at school and in the dormitory, especially in the implementation of technology, as well as support/support from parents/guardians of students is the most important and basic role in educating a child. Education and the formation of a character in children begins from an early age. A child's first life experience is through interaction with parents. The habituation programs that already exist in schools and dormitories can also be implemented at home with encouragement from parents will also be very influential in realizing quality education at Daarut Tauhiid Boarding School Girls' Junior High School.

##### b. Inhibiting Factors

Based on information from several speakers, it can be concluded that there are no inhibiting factors that can be defined significantly because SMP Daarut Tauhiid Boarding School Putri has tried to do its best with the cooperation of various parties in realizing programs that are more oriented to the typical Islamic Boarding curriculum and of course referring to the Qur'an in order to become a superior school that is able to realize the monotheistic generation, Moral, karimah, and prestigious. As for when several things happen that are beyond the authority of the school, such as for example, when first entering the Daarut Tauhiid Boarding School Putri Junior High School

environment, it turns out that there are students in the phase c period or grades 5 and 6 have not been completed and it was seen at the beginning of the diagnostic test. As in the B. English lesson, there are students who do not get B. English subjects in their class during phase c, it is a challenge for teachers to create learning that can embrace everything, whether it is by doing differentiated learning, or a method that can maximize students who were initially less able to become able to follow together according to their phase.

Then when there is a behavior of graduates that is not the same as what they have gone through (taught) in school, then many other factors affect it such as psychological factors in the student, then the lack of stability of assistance provided by parents, and the surrounding environment also have a very big influence. Therefore, it is very important for schools to communicate regarding the development and education of children at school, dormitories, and also residences so that students continue to receive guidance in the process of finding their identity. Although for student activities at home, it is returned to the way of education of their respective parents.

Some other difficulties faced are the limited time students have to access their own laptops/devices, making students less skilled in technology because the school's vision and mission have not focused on technology but are still around character formation and memorization of the Quran. But because in the current era it has demanded everyone to be literate in technology, programs related to technology development by students will be more multiplied. Therefore, in realizing quality education, it must be done with the cooperation of all parties without exception.

Efforts to improve the quality of education by implementing *the Sustainable Development Goals* (SDGs) into several programs at SMP Daarut Tauhiid Boarding School Putri above, are in accordance with Edward Sallis' theory related to quality education. Sallis (2014) revealed that there are many good quality indicators in educational institutions. Among others: 1) *high moral values*; 2) *excellent examination results*; 3) *the support of parents, business and the local community*; 4) *plentiful resources*; 5) *the application of the latest technology*; 6) *strong and purposeful leadership*; 7) *the care and concern for pupils and students*; 8) *a well-balanced and challenging curriculum*. This view explains that a quality and good school must have: 1) high moral values/character; 2) excellent test results; 3) support from parents, the business world and the local community; 4) abundant resources; 5) implementation of the latest technology; 6) strong leadership and have a purpose (vision); 7) care and attention for students; 8) a balanced and relevant curriculum.

Therefore, to be able to improve the quality of education, it is necessary to look at it from many sides, with the hope of producing graduate criteria in the form of *Salimul Aqidah* (upright Aqidah), *Shahihul Ibadah* (True worship as exemplified by the Prophet Muhammad SAW), *Matinul Khuluq* (Solid and noble morals), *Tahfidzul Qur'an* (Memorization of the Qur'an), *Quwwatul Aqli* (Achievement in science).

## CONCLUSION

Based on the results of the research, it can be concluded that SMP Daarut Tauhiid Boarding School Putri has implemented *Sustainable Development Goals* (SGDs) in realizing quality education with the implementation of the Independent Curriculum and the Daarut Tauhid Islamic Boarding School Curriculum which focuses on character education in the form of good and strong character (BAKU). The BAKU character consists of six character assessments, namely sincere, honest, tawadhu, brave, disciplined, and tough. The pesantren curriculum has 4 curriculum pillars, namely: *ma'rifatullah*, *entrepreneurship*, *Leadership*, and environmental insights. In order for the Independent Curriculum and Islamic Boarding School Curriculum to be implemented properly, the Teacher School Program, DPG (Teacher Professional Training), Wali Santri Islamic Boarding School, and Guest Teacher Program are held. After carrying out all activities in an effort to improve the quality of education, an assessment is needed as evaluation material so that all these activities continue to experience improvement and improvement. The assessment process is carried out with several different types and formats, namely academic assessments with daily exams, BeTa (Additional Learning), *enrichment*, and ASAT (Year-

End Sumitative Assessment). In addition, there is also a BAKU Character assessment with different assessment indicators every month.

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