

# Building institutional capacity towards sustainable education: The strategic role of human resource development in achieving SDG-4

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**Abstract.** Achieving Sustainable Development Goal 4 (SDG4) – Quality Education – hinges on empowered educators and staff. This paper argues that strategic Human Resource Development (HRD) practices are crucial. By focusing on faculty development, leadership training, and staff capacity building, HRD equips educators with the knowledge and skills to deliver high-quality, inclusive, and future-oriented education aligned with SDG-4. The results of the study showed that human resource development at the Faculty of Social and Political Sciences, Surabaya State University focuses on the integration of several aspects, namely internal institutions, assessment and evaluation of human resource performance, organizational culture, and competency training to support institutional capacity building. Effective HRD fosters a culture of lifelong learning and empowers educational institutions to become agents of change, driving progress towards a more sustainable future.

## 1 Introduction

The world faces unprecedented challenges in achieving sustainable development. The United Nations' Sustainable Development Goals (SDGs) present a comprehensive framework for addressing these challenges, encompassing goals for poverty eradication, environmental protection, and social justice. Universities, as key institutions of knowledge production and societal change, have a critical role to play in achieving these goals. Universities, by nature, are collaborative institutions. However, formal cooperation policies can further enhance their ability to tackle complex challenges like those outlined in the SDGs. These policies can create frameworks for fostering partnerships with diverse

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stakeholders, including: Other Academic Institutions, Public or Private Sector, and Civil Society Organizations.

University cooperation policies play a crucial role in promoting sustainable development by fostering collaboration between universities, private sector, public sector, and communities. The “triple helix” model emphasizes the significance of partnership between academy, industry, and government to achieve SDGs [1]. Universities engaging in cooperation projects can develop key sustainability competences and implement principles of sustainable development in teaching practices [2]. Furthermore, the involvement of universities in development cooperation projects contributes to human development and international cooperation, such as in fields like agriculture and food security [3]. Understanding the evolution and characteristics of Industry-University-Research (IUR) collaborative policies is essential for promoting national innovation and sustainable development [4]. By optimizing policy structures and enhancing the role of information technology in innovation policies, universities can further drive sustainable development efforts.

The Faculty of Social and Political Science at Surabaya State University, Indonesia, holds a unique legal status as a State University with Legal Entity Status (PTN-BH). This status grants the Faculty of degree in autonomy of managing its resources and operations. As a leading institution of higher education, the Faculty recognizes the importance of fostering collaboration through well-defined cooperation policies.

Institutional capacity building for sustainable education, particularly in achieving Sustainable Development Goal 4 (SDG-4) – Quality Education, necessitates a strategic focus on human resource development. Institutional development strategy, especially at the faculty level, human resources are the most important factor for the success of all forms of governance in the institution. During the transition of Surabaya State University to PTN BH, the Faculty of Social and Political Sciences prepared a strategy in developing the quality of education personnel to obtain quality and competitive human resources that can support changes in the organizational environment, especially the Faculty of Social and Political Sciences in the era of PTN BH Surabaya State University.

Some studies reveal that the achievement of sustainable education is influenced by external factors of higher education institutions such as implementing education using modern learning methods by utilizing technology [5] and carrying out the important roles of higher education, namely education, research, and social contribution [6]. In addition, other studies reveal that improving the quality of graduates as a workforce equipped with the necessary skills and technicalities can contribute to the achievement of sustainable education [7]. In addition, there is research that reveals that the development of internal human resources in higher education can create a culture of success, build relationships for future career support, and improve learning sustainability [8].

The majority of previous research shows that the achievement of sustainable education is influenced by external institutional factors in general and the lack of influence of internal institutional factors. Therefore, this research will observe further by focusing on increasing institutional capacity through human resource development strategies to contribute and achieve sustainable education, especially in the faculty of

social and political science during the transition period of Surabaya State University PTN BH.

In a complex world, universities play a critical role in addressing global challenges. Effective cooperation policies become crucial tools in this endeavor. They create frameworks for collaboration with diverse stakeholders, allowing the Faculty to leverage its expertise and resources for greater societal impact. This research delves to Faculty's cooperation policy, analyzing its potential in foresting partnerships that contribute to achieving of Sustainable Development Goals (SDGs). Thus, the questions in this research are: "How is the strategy of increasing institutional capacity through the development of internal human resources of the faculty to achieve sustainable education?"

## **2 Methods**

In this research, the research method used is descriptive qualitative method. Qualitative research is a research method used to research on natural object conditions where the researcher is the key instrument and is based on the philosophy of post-positivism. Data collection techniques with triangulation, data analysis is inductive or qualitative, and qualitative research results emphasize meaning rather than generalization [9]. Descriptive research is research that is directed to provide symptoms, facts, or events systematically and accurately, related to the properties of the population. In this type of research, there tends to be no need to find or explain relation and test hypotheses [10]. Qualitative descriptive methods are used to describe and illustrate actual phenomena that produce an accurate picture of a group, explain the mechanism of processes or relationships, provide a complete picture either verbally or numerically, provide basic information about relation, create a set of categories, and classify research subjects.

The subjects in this study are informants who have been determined using purposive method, informants are considered to have information about human resource development at the faculty level in developing sustainable education. The informants in this study are Deans, Deputy Deans, Coordinators, Sub-Coordinators, and Deputy Deans for Finance, Assets, and Human Resources. The data sources used in this research include primary and secondary data sources. Primary data sources were obtained directly in the field through interviews with informants. This research also involved the Focus Group Discussion (FGD) method between the Deans of the Faculties of Social and Political Sciences of Surabaya State University and Gadjah Mada State University along with their respective coordinators and sub-coordinators. While secondary data sources are obtained indirectly through literature and books. After the data is obtained, then the data will be analyzed systematically using the interactive model from Miles and Huberman, where the model has 3 stages, namely data condensation, data presentation, and verification & conclusion drawing.

## **3 Result and Discussion**

The Sustainable Development Goals (SDGs) is a program established at the 70th Annual General Meeting of the United Nations (UN) in September 2015. This program includes 17 Sustainable Development Goals (SDGs). The SDGs include efforts to end poverty,

improve economic well-being, achieve social cohesion, maintain environmental health, and achieve peace by 2030, as well as create good governance for all countries and communities [11].

To implement the SDGs, the principles of universality and inclusion are applied to each implementation. The world is pursuing sustainable development goals, both in developed and developing countries. The implementation of sustainable development goals is thoroughly integrated in the social, economic, and environmental. In addition, the SDGs ensure that all individuals benefit, especially the poor, and many stakeholders should strive to realize their implementation. The Sustainable Development Goals include five basic principles to balance economic, social and environmental circumstances which include People, Planet, Prosperity, Peace, and Partnership [12]

The concept of sustainable education is listed in one of the SDGs point number 4, namely quality education. SDGs 4 focuses on ensuring inclusive and equitable quality education and that every individual has lifelong learning opportunities by 2030. The SDGs aim to provide equal access to education for vulnerable groups, including children with disabilities. Education is considered a fundamental human right, with SDG 4 emphasizing the importance of education in achieving sustainable development globally [13]. SDG 4 underscores the importance of education in empowering individuals, driving economic development and promoting social inclusion, making it a critical component in achieving all of the SDGs [14].

University is one of the education levels included to achieve SDGs number 4. Achieving SDGs number 4 in a university environment requires the involvement of quality education, equal access, and incorporating sustainability principles into various university functions. The role of higher education institutions in addressing SDG 4 is crucial, as they play an important role in improving the quality of education, research, and social contributions [6]. Collaborative efforts between universities and stakeholders can lead to the successful implementation of SDG 4. In addition, the development of university activity models that focus on educational quality and technology transfer is essential to achieve SDG 4 [5].

Achieving the goals of sustainable education within the scope of Surabaya State University, especially in faculties that are an integral part of the institutional structure, requires developing the quality of education personnel to obtain quality and competitive human resources that can support changes in the organizational environment, especially the faculty of social and political science in the transition era towards Surabaya State University PTN BH. The faculty of social and political science implements a strategy in developing its human resources. Human resource development strategies cannot be applied partially, but must be integrated with other aspects.

Institutional capacity development begins by paying attention to internal institutions first. In an effort to support Surabaya State University's transition to PTN BH, the faculty of social science and political science has drafted a 2021-2025 strategic plan that contains the vision and mission, goals, strategies, policies, programs and faculty activities for the next five years that focus on achieving key performance indicators. The preparation of the strategic plan is based on the Surabaya State University 2020-2045 RPJP, the 2020-2024 Surabaya State University strategic plan, and the results of the evaluation of program implementation in the previous period. This will certainly concern the performance of

the human resources in it, so the performance planning of the employees of the faculty of social science and political science also needs to be considered. Every year when the performance planning is implemented, it is important to calibrate it in the middle of the year with the aim that the planning can be anticipated if there are components that need to be refined.

After the planning and calibration of employee performance, to maintain the quality of employee performance in government institutions, of course, it is necessary to evaluate it regularly through performance appraisal. The purpose of the performance appraisal is to ensure the objectivity of coaching based on the work achievement system and career system. The Faculty of Social and Political Sciences has implemented an employee performance evaluation system through an assessment carried out every one or three months in two ways, namely employee performance targets carried out at the Faculty of Social and Political Sciences and employee performance sheets carried out by the Ministry of PANRB. The results of the assessment will affect the incentives obtained by employees according to the type of position.

To develop the individual abilities of employees, the Faculty of Social and Political Sciences actively sends representatives to follow and attend training or coaching invitations held by the university. The training aims to increase productivity and maintain the physical and mental health of employees, the mental health of employees is very important because it will indirectly affect the productivity of the work unit as a whole.

Furthermore, institutional human resource capabilities play an important role in supporting sustainable education efforts. [15] argues that all forms of competence possessed by each individual are characteristic of employees or employees referred to as intellectual capital or human capital which through the development of human capital plays an important and necessary role for the growth of an organization or company. However, the faculty of social and political sciences experiences obstacles, namely the lack of precise targets in integrating human resources in the faculty of social and political sciences. This can happen because employee recruitment held at the faculty still depends on the quota given by the university. Thus, the competence and field expertise of each individual does not match the needs of employees in the faculty.

The university implements a mutation system of employees with the aim of avoiding boredom through job rotation. However, the implementation is still not transparent, subjective, and does not have clear guidelines. In addition, the mutation of positions applied has not been balanced with training or debriefing for employees who occupy new positions. Meanwhile, in the context of employee development, organizations must provide opportunities for their members to learn the skills needed to meet current and future work requirements. So that the university needs to conduct an evaluation in order to harmonize employee abilities with the job description that will be done. This mutation system is also considered less effective because it still requires a lot of time for employees to adjust to new positions. To overcome this problem, the Faculty of Social and Political Sciences has the initiative to provide solutions in the form of guidance and mentoring for newly joined employees because often employees who are accepted are not relevant to their previous competencies so that employees have difficulty carrying out their duties and obligations. The success of the solution depends on the ability of individual

employees to adapt and commit to learn and keeping up with the latest developments that there are some employees who have adapted and developed their competencies so that they are able to meet the expectations of the leaders in providing their best performance.

Based on the point of view from the side of the staffing field, the Surabaya State University Legal and Personnel Agency provides a strategy for handling the next mutation system within the scope of the faculty of social and political science in meeting the needs of employee equity is the compilation of a position map. Through the position map, it can facilitate faculty institutions in placing new employees with positions that match the competencies needed in each field. The preparation of human resource development strategies is also related to their ability to handle a problem or problem solving that they will encounter in carrying out their duties, so that organizations, especially faculties, are required to be able to create a positive work climate with the formation of space for each individual in order to development creativity, innovation, and increase the competitiveness of employees. The education level of employees at the Faculty of Social and Political Sciences is in accordance with the required standards. The educational background of employees plays an important role in determining their level of competence and skills. It serves as a fundamental basis for individuals to improve their understanding and perspective, enabling them to quickly adjust to the times and technological advances.

The strategy for developing human resource competencies in the faculty of social and political sciences in the form of solutions from the mutation system, the formation of position maps, and a fairly good level of education within the scope of the faculty, then further refinement and future development is related to the assessment of the performance results they produce. However, there is still a mismatch between performance and reality. Therefore, to examine more deeply the performance of its employees, the Faculty of Social and Political Sciences has established five important criteria for performance assessment, which serve as a foundation for fostering a strong organizational culture. These criteria include cooperation, leadership, discipline, motivation, and competence.

The strategy that can be applied to overcome employee performance is to create a competency mapping system which then becomes the basis for competency development which will ultimately result in the placement of employees who are in accordance with their expertise or called the right man in the right place. Furthermore, after the performance evaluation results are analyzed and mapped, the faculty can provide coaching or training programs to improve employee abilities. In addition, one of the factors considered is how to build enthusiasm for employees to continue and improve competence through continuous improvement. Continuous improvement is a concept of improvement and self-improvement that is carried out continuously and systematically so that the expected changes can have a major and continuous improvement impact so that the role of the organization must be structured appropriately [16]. This will form a balances between competence and employee performance, so as to support the achievement of sustainable education.

In the development of institutional capacity, the culture applied by human resources in the implementation of their performance is also considered. [15] argues that the

contribution of employees depends on the attitude and perception of an organization that is guided by the values developed in it or can be referred to as the company personality. Including in the scope of the faculty which consists of deans, vice deans, education personnel, coordinators, sub-coordinators, lecturers, and students. Institutional culture can be formed with the emergence of an attitude in the form of a strong commitment from employees to the organization or company where this attitude arises from the existence of values such as hard work, mutual respect, high social solidarity which affects how the behavior of each individual or employee [15].

According to Harrison in [15] there are four types of organizational culture, namely: 1) Power culture 2) Role culture 3) Support culture 4) Achievement culture. Based on observations in the field, it is known that based on the four cultures above within the scope of the faculty of social and political science Surabaya State University there are two very dominant types of culture formed in each individual, namely power culture and organizational culture. According to Moorhead and Griffin in [15] organizational culture is composed of a collection of values that guide employees in the organization to understand which actions are considered acceptable and unacceptable. While the culture of power pays attention to the role of leaders who are the driving force for people in the organization. Power culture is oriented that the behavior of an employee is expected to be someone who is obedient, loyal, hardworking and the boss is a firm and knowledgeable leader, and fair to employees. In connection with this type of culture, according to the Head of Legal and Personnel Affairs, the leadership system of the Faculty of Social and Political Sciences can be said to be good and in accordance with the performance results of each head so that create a positive work climate.

In addition, according to the Organizational Culture Assessment Instrument proposed by Cameron and Quinn [17], the work culture in the faculty of social and political science is included in the clan culture because the work environment tends to be friendly and similar to a large family. In this culture, such leaders act as guides, facilitators, mentors, and development teams. The formation of culture in an organization is a very basic thing in building the manner or attitude of an individual, in an organization it is usually called a corporate culture. Corporate culture has an important role for faculty so that it can become a forum for its employees in developing a positive work climate.

The main component in building institutional capacity that must be prioritized to achieve sustainable education is human resources. The role of human resources can be said to be valid if human resources have the ability and expertise and have a personality that is in accordance with the company personality. As one of the leading factors, human resources need to be combined with the quality of human resource management practices, the potential capabilities of people in the organization and the quality of management systems and other resources.

As a manifestation of the responsibility for developing the competence of employees, the Faculty of Social and Political Sciences implements a human resource capacity development strategy by providing training in accordance with the required fields in the form of skill upgrades. The training provided are:

1. Archivist debriefing training

Training for archivist functional positions is organized by the Ministry of Education, Culture, Research and Technology Employee Training Center in collaboration with

the National Archives of the Republic of Indonesia. Quoted from the [pusdiklat.kemendikbud.go.id](http://pusdiklat.kemendikbud.go.id) page, the purpose of providing basic competency briefings is to provide an understanding of the Archivist Functional Officials that focuses on changing the perspective of functional positions and provides insight into career development as an Archivist. The training provided also explains how to design activities, carry out, and report them to be included in SKP which will later become a credit score.

2. Personality training

Personality training attended by human resources of the Faculty of Social and Political Sciences was organized by the ministry which aims to improve the skills and personality of the apparatus in providing services, both in attitude, appearance and communication. According to the personality training module by Dr. Chandra Prasad Sreedhar, there are several important points given in personality training, especially those related to human resources in the faculty, as follows: office ethics, leadership, communication, interpersonal relations, stress group dynamics, management and team building, conflict management, time management, performance appraisal, and work motivation.

3. Financial training

Financial training attended by human resources of the Faculty of Social and Political Sciences was organized by the Ministry of Finance and Surabaya State University. The form of training organized by Surabaya State University is technical guidance on financial management which aims to build characteristics, responsibilities, and improve the quality of performance in the financial sector. Some of the important materials provided in this training include general state financial management, budget planning and monitoring through SIREGINA, state financial management as a BLU work unit, accountability mechanisms for State opinions and expenditures, financial management mechanisms through SIMKANES, and inventory and management of state property assets.

4. Library training

Library training attended by librarians of the faculty of social and political science, especially in the executive staff of the faculty library, was organized by the Surabaya State University Central Library which aims to improve the quality of library services in each faculty. The follow-up of this training is the provision of librarian assistance in structuring and adjusting the system of each faculty library. Through this training, the faculty library gets a new picture of what improvements and adjustments need to be made to the library in the future. To support the achievement of sustainable education, the Surabaya State University library underwent various transformations, one of which was in the Library Technical Implementation Unit, which improved digital library services by adding thousands of digital literature collections totally 2,281 collections that can now be accessed digitally. Digital library transformation is a demand for current progress as well as demands for work patterns that will be useful in the future.

5. Training to improve services and human resources with John Robert Powers

Surabaya State University collaborated with John Robert Powers in holding Service Excellence Training for staff. The purpose of this training is to prepare the heads of



units, coordinators and sub-coordinators and will continue to be scheduled in the future for lecturers, heads of departments and heads of study programs within Surabaya State University towards PTN-BH. In addition, this training is intended to improve the quality of service to the community. Some important material obtained is related to Building Positive Service Attitude, Interpersonal Skills, and various other materials. In line with the change in Surabaya State University 's status to PTN-BH according to Prof. Nurhasan, M.Kes, it is important to change the mindset and be able to manifest PTN-BH into the realm of creation and innovation and improve service to the community and nation.

Various forms of training and coaching that have been carried out are certainly expected to bring good results for the development of the competence of the human resources of the Faculty of Social and Political Sciences. However, in order for the results to be optimal, the training and coaching needs to be followed up to be developed. So that the results for human resources can be optimal. Based on the research results that have been described, regarding training and coaching, most of those who make the training are the center or rectorate and the ministry. So it can be concluded that the faculty of social and political science has not been able to optimize in providing training independently.

Institutional human resources at university organizations play an important role in achieving Sustainable Development Goal (SDG) 4, which focuses on Quality Education. By ensuring that the workforce is equipped with the necessary technical skills, attitudes, and competencies, universities can produce high-quality graduates who are competitive both locally and globally [7]. In addition, universities can address SDG 4 through various initiatives such as increasing access for all individuals, offering customized learning arrangements, providing international scholarships, and carrying out research projects in various fields [18].

The integration of several aspects in institutional development is expected to have a good impact on all elements within it. If the institutional container has been very well organized, the quality of the people in it must also come to give their best performance. Thus, in line with the goal of sustainable education, the faculty of social and political science supports all forms of systems, governance and resources in it with the best performance. Thus, the collaborative efforts of university human resources, government support, and strategic initiatives can significantly contribute to the advancement of SDG 4 and the overall sustainability agenda.

## **4 Conclusion**

This research contains the efforts of the faculty of social and political science at Surabaya State University in developing institutional capacity to achieve sustainable education in accordance with SDGs 4. Human resource development strategies cannot be applied partially, but must be integrated with other aspects. Internal faculty institutions pay attention to the 2021-2025 strategic plan. In addition, the faculty has compiled a position map as a form of evaluation results of previous governance where through the position map it can place each employee in the right place. To carry out human resource

assessments, the faculty sets five performance assessment criteria, namely cooperation, leadership, discipline, motivation, and competence. The organizational culture applied in the faculty is organizational culture and power culture. Meanwhile, every employee needs to be emphasized on continuous improvement so that they can easily follow the pattern of change, especially to support sustainable education. Human Resources is the most important factor to achieve the goal of sustainable education. The strategy of the Faculty of Social and Political Sciences in employee development provides a forum for employees to develop through various types of training held by the ministry and Surabaya State University to improve their competencies and coaching for some employees who are deemed necessary to be assisted. The main objective in developing institutional capacity is to produce quality human resources with a spirit of mutual cooperation in order to create maximum sustainable education.

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