

International Educational Philanthropy: The Role of the NAMA Foundation in Promoting Quality and Inclusive Education in Indonesia

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ABSTRACT

This paper examines the role of the NAMA Foundation as an international philanthropic organization within Indonesia's education sector. The study aims to analyze the Foundation's contributions in supporting the Sustainable Development Goals (SDGs), particularly Goal number 4, which emphasizes quality and inclusive education. A descriptive-analytical approach was employed, utilizing primary data collected through direct observation and interviews with NAMA representatives, along with secondary data drawn from journals, articles, reports, and other relevant literature. Data analysis was conducted systematically to identify significant patterns and relationships. The findings indicate that NAMA Foundation plays a substantial role in Indonesia's education sector, guided by its vision, mission, and commitment to the SDGs, with a primary focus on education. In practice, NAMA Foundation contributes to improving educational quality in Indonesia through a variety of non-profit philanthropic initiatives structured around three main programs: the Institutional Development program, the Student Empowerment program, and the Community and Parent Participation program.

Keywords: *International Educational Philanthropy, NAMA Foundation, Sustainable Development Goals (SDGs), education in Indonesia*

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INTRODUCTION

The education sector is a key factor in the development of any country. It is also crucial to progress on an international scale. An efficient and high-quality education system plays an important role in improving the quality of human resources (HR), which serves as a driving instrument for a country's economy (Jahantab, 2021). Today, every country in the world has pursued various policies and cooperative efforts between different actors to implement a decent and quality education system. They aim to ensure that all citizens have access to education. This access has a direct impact on national progress, especially for developing countries (UNESCO, 2021). The importance of education for development is supported by empirical evidence. Every developed country—economically, socially, culturally, and politically—possesses a high-quality education system. Thus, education is a key factor for developing countries seeking to catch up with developed nations and achieve sustainable development (Arman et al., 2020).

On the global development agenda, the education sector has gained urgency. This is evident from international initiatives, such as the Sustainable Development Goals (SDGs) for 2016-2030, which continue the work of the Millennium Development Goals (MDGs) from 2000-2015 (Siahaan et al., 2023). In general, the SDGs are a conceptual framework for sustainable development. They contain a comprehensive set of goals to achieve sustainable progress equitably. These goals were agreed upon by 193 countries during the 70th UN General Assembly in 2015 in New York, USA. The SDGs are set to be implemented until 2030 (United Nations, 2016).

In simple terms, the SDGs represent a commitment framework that extends the Millennium Development Goals (MDGs) from the 2000-2015 period (Diouf, 2019). The emergence of the SDGs agenda is closely linked to increasingly complex global problems and challenges in today's era of globalization. The 17 goals are intended to end poverty, protect and make the planet livable, and ensure that all people can enjoy prosperity, now and in the future (Jones et al., 2017). The 17 SDG goals are designed to be universally applicable. All state and non-state actors, communities, and individuals are expected to work together to achieve these goals, reflecting the shared ambition of every country in the world (Zuhroh et al., 2017).

In the context of education for sustainable development, the SDGs include Goal 4, which targets quality, inclusive, and equitable education. This goal explicitly states that every country and relevant actor shares the responsibility to ensure quality, inclusive education, and to promote lifelong learning opportunities worldwide by 2030 (Mokshein, 2019). To achieve Goal 4, the SDGs specify seven indicators or targets as reference points for realizing quality education. These indicators are meant to ensure free and inclusive quality education for all people, and to address challenges in global education (Saini et al., 2023).

To realize SDG 4, all international actors must collaborate to achieve common interests. Despite ongoing efforts, countries—especially developing ones—face many educational problems and challenges. These obstacles pose great responsibilities for achieving the SDGs (Yulianti et al., 2023). Global challenges in education are seen through a range of persistent problems, particularly in developing countries. According to the UNESCO Institute for Statistics (UIS) and the UNESCO Global Education Monitoring Report (GEMR), 244 million children and adolescents aged 6–18 years were out of school in 2021. This is about 14 percent of the global population in that age group (UNESCO, 2024). These findings highlight persistent global education challenges, including regional disparities, unequal access, inadequate quality, lack of facilities, insufficient funding, and other concerns (Yulianti et al., 2023).

Indonesia, as a developing country, still faces many challenges in education, similar to other developing nations. The Indonesian education sector faces complex and serious problems, both in quality and access. Regional development gaps cause inequality in access and facilities (Patandung & Panggua, 2022). This inequality is a challenge for the government and people of Indonesia, contributing to the low quality of education. High costs, limited teacher qualifications and availability, and insufficient professional training further impact education quality (Sukmayadi & Yahya, 2020).

The Indonesian government continues to implement various efforts and policies to improve education quality. Nevertheless, challenges remain. In the sustainable development context, Indonesia has joined in the SDGs process, focusing particularly on Goal 4, quality education. Indonesia has implemented 10 targets for this goal, all aimed at achieving quality, inclusive, and free education for everyone (Siahaan et al., 2023). However, given the ongoing complex challenges, the involvement and commitment of multiple actors—including international philanthropic institutions as non-state actors—remain essential for quality education. Their involvement is significant due to their various contributions and positive impacts at the international level (Nidham & Rahayu, 2023).

Philanthropic institutions are non-profit organizations focused on raising social funds and developing programs to improve societal welfare. These include foundations, which differ from traditional charity conducted by individuals. Philanthropic organizations are more structured, with defined membership, vision, mission, targets, achievements, and work programs (Terway, 2019).

One such organization is the NAMA Foundation, a non-profit company founded in 2004 in Malaysia. NAMA operates in Indonesia, Malaysia, Kyrgyzstan, and Tanzania. As an ambitious international grant provider, NAMA prioritizes sustainable development, particularly in education. The foundation was established to empower the education sector and civil

society organizations. Its mission is to empower targeted communities through long-term, high-quality, institutional grants in a supportive atmosphere, following international best practices. With this vision and mission, NAMA has played an important role in Indonesia's education sector, supporting SDG goals through scholarships, educational access for the underprivileged, training, and facility development (NAMA Foundation, 2021). Thus, NAMA is projected to assist the Indonesian government and society in meeting sustainable development goals and addressing a variety of challenges.

Based on the explanation above, this paper focuses on elaborating the role and contribution of the NAMA Foundation to the education sector in supporting SDG Goal 4: quality education in Indonesia. Therefore, the study aims to comprehensively explain the significance of the NAMA Foundation's role as an international philanthropic organization in Indonesia's education sector.

METHODOLOGY

This research uses descriptive analytical research methods with a qualitative approach (Creswell & Creswell, 2018) to examine the role of Nama Foundation as an international philanthropic institution in the education sector in Indonesia. According to Creswell, a qualitative approach is a type of research method used to explore and understand the meaning contained in an individual or group related to social or humanitarian issues. In this approach, the author seeks to explore the experiences, perspectives, and interpretations of participants through descriptive data in the form of written or oral words (Creswell & Creswell, 2018). The descriptive analytical method is used to describe phenomena systematically and in detail and analyze the data obtained to find relevant relationships and patterns. This study uses primary and secondary data types, which according to Sugiyono, primary data is a data source obtained directly from research subjects without intermediary researchers or others. Meanwhile, secondary data is a data source obtained through various intermediaries such as conducting literature studies through books, journals, articles, and other internet sources that are appropriate or in line with the themes and topics of the research (Sugiyono, 2014).

The process of collecting primary and secondary data in this study was carried out using three techniques, namely by conducting direct observation and interview techniques to obtain primary data, and through literature studies or literature studies to obtain secondary data (Sugiyono, 2014). Direct observation was conducted by visiting the NAMA Foundation as an international philanthropic organization researched by the author in this research, which is located in Kuala Lumpur, Malaysia. Furthermore, the author also conducted an interview process as a data collection technique by means of interactive communication between the author and the parties who are part of the author's

research through a question-and-answer process. In this case, the author conducted interviews with several parties who are members of the NAMA Foundation through the medium of the online Zoom application. The author conducted interviews with Sayyed Zayd Almahdaly as Partnership Executive, Adi Syazni as Performance Measurement Executive, and Zulhilmi Mohamed Kassim as Head of Program of the NAMA Foundation. In addition, the author also obtained secondary data through internet sources such as journals, official agency reports, news and articles (Sugiyono, 2014).

The process stages of this research use the Huberman model data analysis technique, which states that there are three data analysis techniques carried out in qualitative research, namely Data Reduction, Data Presentation, and Conclusion Drawing (Sugiyono, 2014). Data reduction is a technique for sorting, categorizing, grouping, and selecting data that is in accordance with the research context so that the research does not get out of the context of the focus of the discussion raised. After reducing the data, the next stage is data presentation which is a stage in presenting data in the form of descriptive explanations in the form of written words aimed at compiling a report on the results of this study. After that, conclusion drawing is carried out by providing a description of the final results of this study which confirms the answers to the questions in this study as the main findings (Sugiyono, 2014).

RESULTS AND DISCUSSION

Overview of the situation and quality of education in Indonesia

Indonesia, as one of the developing countries, still faces various challenges in the education sector. With the fourth largest population in the world, more than 260 million people, Indonesia has great potential to accelerate development. However, the growing population is also a major challenge for national development. Stakeholders have a significant responsibility to provide, ensure and guarantee access to decent and quality education for all citizens. Quality education is very important because it is the main key in improving the quality of a country's human resources (Isma et al., 2023).

Awareness of the importance of improving the quality of education has long been a concern for Indonesia. This is reflected in the Preamble of the 1945 Constitution (UD 1945) which sets out the state's goal to educate the nation. In this context, the state is responsible for ensuring that every citizen can obtain a quality education. To realise this goal, the government has taken various steps to continuously improve education equity from year to year. This support is reinforced by the Fourth Amendment to the 1945 Constitution Article 31 paragraphs 1 and 2, which affirms that education is the right of every citizen, and it is the responsibility of the state to ensure access to education for all without exception (Suncaka, 2023).

As a member of the United Nations (UN), Indonesia participates in the Sustainable Development Goals (SDGs) agenda. This commitment is realised through Presidential Regulation (Peraturan Presiden) No. 59/2017, which serves as a guide to achieve sustainable development targets. In implementing the SDGs agenda, Indonesia has designed the Sustainable Development Goals Roadmap by setting 169 targets to support the achievement of 17 SDGs goals. To support the 4th SDG, which focuses on quality education, Indonesia sets 10 targets that aim to ensure inclusive, equitable education and provide lifelong learning opportunities for all. This shows Indonesia's commitment and ambition in realising quality education as part of sustainable development (Siahaan et al., 2023).

However, in achieving the 4th SDGs goal, Indonesia still faces various complex challenges in the education sector. Various groups, both from within and outside the country, consider that Indonesia's education system has many problems that have an impact on the low quality of education. The main challenges faced include problems that are also common in developing countries. These include problems related to unequal access to education, the high cost of education, lack of education funding, and inadequate education facilities and infrastructure (Yusmar & Fadilah, 2023). This is reflected in the results of the Programme for International Students Assessment (PISA) survey conducted by the Organisation for Economic Co-operation and Development (OECD) in 2022. In this survey, Indonesia ranked 69th out of 81 countries, or the 12th lowest position. Indonesia's scores were 366 for maths, 383 for science and 359 for reading, far below the OECD averages of 472, 476 and 485 respectively. This data shows that the quality of Indonesia's education lags behind other countries, which is a cause for concern (OECD, 2023).

To overcome these challenges and achieve the 4th SDGs goal, synergy is needed from all actors who have a role in improving the quality of education. Not only the government, but also non-state actors, such as international philanthropic organisations, can contribute significantly. Philanthropic organisations, through their transnational activities, focus on social issues, including education, that require more attention. With their philanthropic practices, these institutions have the potential to generate positive social impact in supporting the improvement of education quality in Indonesia (Mariam & Rodiah, 2024).

NAMA Foundation as an International Philanthropic Organization

Nama Foundation is a non-profit organization that can be classified as a form of International Philanthropy institution. This is because a Philanthropic Institution is generally a philanthropic movement that is carried out based on the principle of volunteerism with an institutional mechanism that has goals, organizational structure, vision, mission, and implementation of philanthropic practices through various programs that are determined and run to help individuals and

communities that have been targeted systemically to increase the efficiency of the volunteer function (Payton & Moody, 2008). Likewise, the NAMA Foundation has functionally carried out its duties as the meaning of the philanthropic institution, which has basically become a medium for channeling social assistance which is further implemented through various philanthropic practices carried out. (NAMA Foundation, 2021).

Based on the author's interviews with several representatives of the NAMA Foundation, the NAMA Foundation was established in 2004 in Kuala Lumpur, Malaysia, basically to help fulfil the rights of individuals and communities to pursue and obtain education. This indicates that the founders of NAMA at that time recognized the importance of the education sector as a key factor in improving the quality of life of individuals and communities, which in turn can contribute to national and global development. NAMA has also been focusing on the education sector to help individuals and communities face the problems and challenges of the education sector in the 21st century globalization era on a voluntary (non-profit) basis. As it has evolved, NAMA has increasingly embraced and dedicated to the importance of philanthropy that can provide opportunities through various strategies that are adaptable to the context of the times (Almahdaly, Interview, 28 Oktober 2024).

As a philanthropic organization working in the education sector, NAMA's main objective is to achieve sustainable development based on its belief and dedication to the education sector as a key factor in achieving sustainable development. By implementing strategic planning, providing grants, and providing social services through various programmes to improve the quality of education, NAMA has made the education sector a top priority in line with NAMA's goal of achieving sustainable development, with the impact on underprivileged individuals and communities. Thus, the philanthropic aspect of NAMA also functions as a filler of the space left untouched by State Actors (government), because NAMA as a philanthropic institution always targets the underprivileged or those who do not benefit from direct assistance by the government (NAMA Foundation, 2021).

This has led to NAMA's ambition to become a leader in achieving sustainable development through institutional grants, in line with its mission of 'empowering targeted communities through sustainable and distinctive institutional grants in a stimulating environment in accordance with international best practice', and its vision of 'becoming the leading grant provider for sustainable development'. Based on the context of its establishment, development, objectives, as well as its vision and mission, empowerment for sustainable development is the philosophy embedded or at the core of all NAMA initiatives especially towards the education sector which is the main priority of the NAMA (NAMA Foundation, 2021).

Based on the principle of sustainability as the main focus and goal in every step and effort, NAMA has implemented these aspects based on the

institutional context which includes the hard work, commitment, dedication and enthusiasm of the entire team and other supporting parties in operating the Institution. In this case, as a philanthropic institution, NAMA has been supported by various parties (actors) who have helped the implementation in realizing NAMA's goals. The parties that have supported NAMA are those who have become NAMA collaborative partners, including international organizations, governments, international development agencies, financial institutions, educational institutions, other charitable foundations, and even individuals (Zulhilmi Mohamed Kassim, Interview, 28 Oktober 2024).

In its development to date, NAMA has at least 54 collaborative partners, including the Islamic Development Bank (IsDB), United Nations High Commissioner for Refugees (UNCHR), Wafaa Foundation, NICE Foundation, and others. Based on these collaborative partnerships, NAMA has performed its function as a medium in channeling funds and running its philanthropic programmes to create a more efficient social impact by involving various parties in the partnership. In this regard, NAMA has the responsibility to ensure that the growth and empowerment of the education sector is progressive and on the right track through institutional grants and partnership building, all supported by sound project management and comprehensive outcome measurement (NAMA Foundation, n.d.-b).

In order to generate social impact effectively and efficiently, NAMA systemically has an organizational structure and framework like any other organized philanthropic institution. Within this organizational structure, NAMA has utilised and engaged competent human resources in establishing and implementing various educational programmes in an organized manner to enable NAMA to generate social impact more effectively and efficiently. The organizational structure at NAMA consists of various members who have main tasks according to their respective functional positions. As with any institution or organization, NAMA has a structured hierarchy of organizational members, ranging from the Chief Executive Officer (CEO), Head of Partnerships, Head of Programs, Head of Finance, Public Relations, Human Research and Development (HRD), secretary, accountant, to executive partnerships and so on (Adi Syazni, Interview, 28 Oktober 2024). Each element of the organizational structure contributes to the development of philanthropic programmes designed to positively impact targeted communities in a systemic way. Through a clear hierarchy within the organizational structure, NAMA not only increases productivity, but also ensures that all initiatives taken are aligned with NAMA's long-term goal of creating sustainable social change on an international scale (Zulhilmi Mohamed Kassim, Interview, 28 Oktober 2024).

NAMA Foundation has become an international philanthropic institution because NAMA has involved parties from various countries based on those who have become NAMA collaborative partners. In addition, since its establishment in 2004 until now NAMA has conducted various educational programmes and generated social impact in more than 5 countries in the world,

especially in Indonesia. NAMA has established a long-term framework and conducted various programmes to improve the quality of education in the various intervention areas of the NAMA Foundation. Thus, it is undeniable that NAMA has been operating grants and long-term programmes in several parts of the world which makes it an International Philanthropic Institution, and NAMA continuously has the ambition to become a leading philanthropic institution with international best practices and standards (NAMA Foundation, 2021).

Overall, it can be concluded that there are several aspects that indicate that the NAMA Foundation is an international philanthropic organization (Payton & Moody, 2008) Firstly, it has clear goals, vision and mission. Secondly, it has partnerships or collaborative partners from various parties either as grant providers (donors) or social service providers in running various programmes, which therefore indicates that NAMA is a forum or medium for the distribution of grant funds for certain purposes. Third, it has an organizational structure involving various competent members. Fourth, conducting philanthropic practices based on the principles of volunteerism (non-profit), and generosity. Fifth, being an international philanthropic institution based on the involvement of various parties across countries and having an intervention coverage area in more than five countries transnationally (NAMA Foundation, 2021).

Contribution of the NAMA Foundation to Education in Indonesia

As mentioned in the previous section, the NAMA Foundation is an international philanthropic organisation that focuses on the education sector as its main priority. Indonesia is one of the targets of the NAMA Foundation in running various education programmes as part of NAMA's philanthropic agenda, which reflects the NAMA Foundation's concern for the challenges and problems of education in Indonesia. Given that the education sector in Indonesia is still experiencing complex problems and challenges, the involvement of the philanthropic agenda through NAMA's education programmes in Indonesia certainly has its role and contribution in supporting the SDGs agenda, especially in goal 4 related to quality education in Indonesia. Therefore, the role and contribution of the NAMA Foundation can be seen based on philanthropy in the agenda and activities of the NAMA Foundation through programmes, programme implementation, and the social impact of NAMA in Indonesia (NAMA Foundation, Profil).

As an international philanthropic institution, the NAMA Foundation has made the education sector a top priority based on the majority of the programmes it has defined and implemented. In this case, NAMA has established and implemented educational programmes in its transnational intervention areas, especially in Indonesia. Referring to the NAMA Foundation profile data, there are various education programmes run by NAMA in response to the complexity of current education-related problems and challenges, which represent NAMA's strategy to realise its goal of achieving sustainable development through the

education sector. Overall, the education programmes run by NAMA can be summarised into three main pioneering programmes based on their operational categories, namely; Institutional Development programme, Student Empowerment programme, and Community and Parents Participation programme (NAMA Foundation, Education Sector).

The Institutional Development programme as a whole is intended to improve the quality of educational institutions, in this case, some of the schools targeted by NAMA through grants and social services to assist in the holistic transformation of educational institutions, starting from improving the quality of school leaders, the quality of the systems used to manage school operations, and the overall school environment. This programme is certainly motivated by the context of problems and challenges in the education sector that are commonly experienced by developing countries, namely the low quality of students, teaching staff, operational systems, and a less conducive school environment in educational institutions or agencies. Therefore, this programme is functionally an alternative solution framework that seeks to improve the quality of education in Indonesia (NAMA Foundation, 2021).

In implementing this programme, philanthropic practices have been demonstrated by the NAMA Foundation through various activities in achieving the success of this programme, namely; firstly, improving the quality of educators by providing social services in the form of training and mentoring to educators by competent consultants from NAMA to transfer knowledge to educators. Secondly, developing school leadership by providing social services to equip school leaders with skills and knowledge that enable them to critically analyze the challenges faced and opportunities available in the school under the existing conditions. This school leadership development is done by providing a one-year development programme that includes face-to-face training, online learning, assignments and practice in selected local schools. Thirdly, improving efficiency in school operations and management through the provision of software assistance installed in selected schools to directly benefit students, academics, school support staff, inventory, parents, and so on. Fourthly, improving facilities in the selected NAMA schools to create a conducive learning and teaching environment, through the provision of school facilities and infrastructure such as internet access, books for the library, computers, etc (NAMA Foundation, Education Sector).

The Student Empowerment programme then focuses on developing students in NAMA's selected schools to become catalysts for change in their schools and places of origin who benefit from the programme. In implementing this programme, NAMA has selected identified students from various schools who are then given special initiatives in helping them become better individuals, as well as providing appropriate guidance in realizing their true potential. The philanthropic activities and activities in this programme include various services and assistance defined and provided by NAMA, namely; firstly, establishing an integrated system in the schools selected by NAMA to activate the participation

of the students in serving their community and nation, by designing a comprehensive and sustainable learning model (NAMA Foundation, 2021).

In this regard, NAMA provides social services in the form of training and student development that will teach students to be useful and beneficial to others, and to play an important role in society. To achieve this, NAMA conducts a series of workshops and well-planned community projects, which the students will develop and run. Secondly, it develops training for children growing up with the pressures of poverty, cognitive and social barriers so that those who benefit from the programme can fulfil their right to a decent and quality education. It aims to develop students' inner aspects of excellence which include academic excellence, leadership, volunteerism, and ethics, by conducting social services in the form of a one-year major training development consisting of face-to-face training, online learning, assignments, and practicum in selected schools. Thirdly, it provides an interest-free convertible loan fund set up specifically to help those who have a strong motivation to pursue undergraduate, postgraduate, and doctoral education at a higher level (NAMA Foundation, Education Sector).

The last programme, Community and Parents Participation, is aimed at addressing the lack of parental or community involvement in children's education. In running this programme, NAMA serves as a platform provider in encouraging parents to participate in various activities and engagement sessions planned and realized by NAMA. Under this programme, NAMA has also been running a Parent School project which aims to increase parents' involvement in their children's development (NAMA Foundation, Education Sector). In order to achieve this goal, NAMA has developed a group of trainers who will be responsible for assisting parents by training identified parents to improve their skills in relevant competencies. Thus, the overall education programme that has been established and implemented by NAMA represents the important role of the NAMA Foundation's involvement in the education sector in Indonesia. As mentioned in the previous section, as an international philanthropic organization, NAMA has collaborated with various NAMA Foundation Partners Collaborative as donors or social service providers in running these programmes. (NAMA Foundation, 2021).

Based on the education programmes run by the NAMA Foundation in Indonesia, the NAMA Foundation has demonstrated its role and contribution, especially in providing access to education, improving the quality of education, and providing educational opportunities for those with financial limitations. So that these three aspects can certainly support the Indonesian government and society in implementing and achieving the 4th goal in the SDGs, namely quality, inclusive and equitable education.

Philanthropism in the Agenda and Activities of the NAMA Foundation

As an international philanthropic organization, the NAMA Foundation has

various practices to conduct philanthropic activities through various mechanisms and strategies that aim to generate positive social impact on the beneficiaries. In this regard, NAMA has established partnerships and donors that are key in implementing NAMA's agenda and activities. This reflects that NAMA performs its function as a medium for fundraising to implement its educational programmes. Also, its dedication and ambition in assisting quality improvement as indicated by the various education programmes it runs on a non-profit basis has represented its important role in the education sector, especially in Indonesia. The NAMA Foundation as an international philanthropic organization has demonstrated aspects of philanthropism in its agenda and activities based on the principles of 'generosity' and 'volunteerism' (Almahdaly, Interview, 28 Oktober 2024).

In this case, NAMA seeks to utilize funding in the form of donations and income from its partners to provide financial assistance and useful social services, so that the philanthropic organization has a role to play in offering opportunities to individuals and communities that could potentially benefit from NAMA, especially the underprivileged. This can be seen from the NAMA Foundation's main agenda and activities in providing grants and social services through various education programmes. The education programmes run by NAMA aim to improve the quality of education amidst the problems and challenges related to education that are common in developing countries. Philanthropism in NAMA's agenda and activities has been carried out and implemented, starting from improving the quality of educational institutions or selected schools by providing direct training services to school leaders, teaching staff, improving the quality of school operational and management systems, and improving educational facilities and infrastructure in NAMA's selected schools (Zulhilmi Mohamed Kassim, Interview, 28 Oktober 2024).

In the context of learner quality, NAMA has also made efforts to improve the quality of students through a learner development programme implemented in the Student Empowerment programme as NAMA's main programme. The philanthropic aspect is visible in this programme through NAMA's social services and assistance such as providing training for selected NAMA students to develop the potential of each student, especially for children growing up with the pressures of poverty and cognitive barriers, and NAMA has provided social services in the form of interest-free convertible loans for students who want to pursue higher education. Furthermore, NAMA's philanthropic activities do not only revolve around improving the quality of educational institutions and learners, NAMA has also demonstrated the important role of parents through social service activities aimed at parents of learners to increase their participation and awareness of the importance of parents in the development of their children (NAMA Foundation, 2021).

The NAMA Foundation as a philanthropic organization also plays a role in increasing public participation and awareness regarding education, especially for young people, through various information distribution activities

such as holding interactive discussion forums aimed at disseminating information and providing insights to the general public. This certainly provides access and opportunities for the community to obtain information and insights from various perspectives by various speakers in the discussion forums organized by NAMA. Therefore, the various agendas and activities carried out by NAMA through its various educational programmes can be interpreted as something that can create a positive social impact, especially in the field of education, so that the role of this philanthropic institution is very important, even one of the drivers of the achievement of the sustainable development process. This is due to the various efforts it makes in helping to improve the quality of education that is correlative with the 4th goal in the SDGs. In contrast to other philanthropic foundations or institutions that generally practice philanthropy by directly providing financial assistance, NAMA focuses more on providing social services by utilizing competent human resources and development teams in NAMA's organizational structure to implement its programmes, thus reflecting a greater form of collective action in solving problems related to education issues (NAMA Foundation, 2021).

CONCLUSION

Based on the elaboration of the results and discussion above, it can be concluded that the NAMA Foundation has demonstrated its role and contribution to the education sector in supporting the SDGs agenda goal 4 in Indonesia. Through the three main programmes run by the NAMA Foundation, namely the Institutional Development programme, the Student Empowerment programme, and the Community and Parents Participation programme, NAMA has contributed to the achievement of the 4th SDGs goal voluntarily (non-profit) without seeking profit or commercial purposes. The three programmes confirm that NAMA has shown its concern for the problems and challenges related to education in Indonesia. The Institutional Development Programme aims to improve the quality of educational institutions, especially the schools targeted by the NAMA Foundation. Through grants and social services, NAMA seeks a holistic transformation of educational institutions. This includes improving the quality of school leaders, operational management systems, and the overall school environment. By creating a better learning environment, the programme contributes to SDGs goal 4 by supporting effective and inclusive learning.

Furthermore, the Student Empowerment Program focuses on developing the potential of students, especially those from underprivileged backgrounds. NAMA Foundation provides training, social assistance, and interest-free loans for higher education. Through this program, students not only gain improved academic abilities, but also important life skills. By empowering students, the program ensures that all students, regardless of economic background, have access to quality education and the opportunity to thrive. The third program, Community and Parent Participation, aims to increase parental

and community involvement in children's education. In this case the NAMA Foundation provides a platform for parents to participate in educational activities and realize the importance of their role in child development. Through the Parent School project and parent training, the program creates an inclusive educational environment where parents and communities play an active role in supporting their children's education. Thus, these three programs complement each other and contribute significantly to the achievement of SDGs goal 4 in Indonesia. By improving the quality of educational institutions, empowering students, and engaging parents and communities, the NAMA Foundation creates a better and more inclusive education ecosystem. This not only helps improve access and quality of education, but also ensures that the education received by students is relevant and applicable in their daily lives.

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