

Tanoto Foundation: Enhancing Education Quality in Indonesia

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Abstract

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Education is one essential aspect of human life that is endless. The quality of human resources can be seen from a person's education. Of course, quality education can increase future generations competitiveness and that has the potential for the progress of a nation. To achieve SDGs Quality Education, the role of various sectors is needed, one of which is a philanthropic organization. In this study, the author took the research object of the Tanoto Foundation as an international philanthropic organization that plays a role in supporting the achievement of SDGs Quality Education in Indonesia. As members of Indonesian Philanthropy, they are engaged in education which supports improving of the quality of education in Indonesia. This study uses a descriptive qualitative method to explain the role of the Tanoto Foundation as an international philanthropic organization in improving the quality of education in Indonesia by using two concepts, namely the concept of philanthropy and the concept of Sustainable Development Goals (SDGs). By using deductive reasoning which is from general things to specific things. This research aims to explain, in achieving the targets of the SDGs, the need for roles from all sides, not only from the government. As for data collection techniques, the authors use literature review techniques, scientific journals, books, documentation, magazines, internet media, reports and observations. Based on the results of this study the Tanoto Foundation, with its three main programs, namely: SIGAP, PINTAR and TELADAN play a role in improving the quality of education in Indonesia by referring to the targets and indicators from the fourth point regarding Quality Education in Indonesia.

I. INTRODUCTION

The end of the MDGs (*Millennium Development Goals*) in 2015 was the beginning of the validation of the start of the SDGs (*Sustainable Development Goals*) era to continue and continue the achievements of the 'past MDGs. The SDGs will become a fundamental framework for the next 15 years, namely in 2030. The SDGs contain 17 goals and are divided into 169 targets to improve human life. The difference between the MDGs and SDGs has a fundamental difference, namely that the MDGs are very bureaucratic and exclusive without any government intervention, different from the MDGs SDGs have broader and more comprehensive goals, accommodate non-governmental elements, and are universal. The preparation of the SDGs is very inclusive through several participatory processes by consulting all levels of government, civil society, the media, academia, the private sector and the philanthropic community.² The SDGs have an inclusive nature which can be reflected in the principle of " *No one left behind* ", which means that no one is left behind or marginalized by one another.³ Of the 17 goals in the SDGs, quality education is one of the most important goals and is interconnected with other goals.

Education is an essential and common aspect of every society in various countries, because all aspects of individual activities are inseparable from what is called education. In this case the community cannot eliminate the influence of education in their lives, the application of education must be found in the daily lives of people wherever they are. Education plays a huge role in increasing human resources because education can have a large-scale influence on the growth of a nation, not only on productivity and community facilities. In Indonesia, the government continues to strive to improve the

¹The Millennium Development Goals are a global development paradigm that originated from an agreement between heads of state and representatives from 189 member countries of the United Nations (UN) in 2000. Among the goals of the MDGs are: Alleviating poverty, Achieving basic education for all, Encouraging equality gender and empowering women, reducing child mortality, improving maternal health, Fighting HIV/AIDs, Malaria and other diseases, Ensuring Environmental Sustainability, Building a Global Partnership.

Admin I, "Definition and Goals of the MDGs (Millennium Development Goals), Complete Explanation" ([Definition and Goals of the MDGs \(Millennium Development Goals\), Complete Explanation - MARKIJAR.Com](#) , Accessed December 26, 2022, 22.14)

² Sofianto, Arif. "Integration of Targets and Indicators of Sustainable Development Goals (SDGs) into Regional Development Planning in Central Java." *Journal of Research and Development of Central Java Province* 17.1 (2019): 25-41.

³ *Ibid* p.26

quality of existing education despite facing various obstacles. These obstacles cannot be separated from the lack of funds and existing educational facilities.⁴

The quality level of a country can also be determined from the role of the people who participate in developing the country. With the various challenges that exist in the 21st century now which are vulnerable to reduction in the flow of world life and an ideology, education is one of the requirements in a country's development, in terms of producing quality human beings, of course there is a need for quality education. Seeing from that in Indonesia itself the state of education is still not at its best, the condition is apprehensive considering there is still a shortage of teaching staff and a national education system that has not functioned evenly throughout Indonesia.⁵ At this time the quality of human resources in Indonesia is still needs to improve compared to other countries in the world. Education in Indonesia is also still worrying regarding facilities and infrastructure many schools are still unfit for learning. Apart from the fact that the buildings are still not suitable, there are many supporting facilities for student learning, such as books and teaching staff, which are lacking in various regions in Indonesia.⁶

To overcome this, there needs to be joint synergy from all societal and government elements. The role of the community is very important as mentioned in the pentahelix theory which includes government, community, academics, entrepreneurs and the media.⁷ One aspect of society that support the government to improve and overcome the problems of the quality of education in Indonesia is philanthropic organizations/institutions. Philanthropy can be divided into two, namely religious philanthropy and social philanthropy. The difference between the two philanthropies is that religious philanthropy can be explained as a form of generosity. In contrast social philanthropy movement is based on humanism for the purpose of social justice in various aspects of life. Philanthropy ultimately aims to eliminate poverty and other social problems through several empowerment programs and a humanitarian approach. This is what makes philanthropy a potential activity and needs support for its extension. Philanthropy itself has the main idea of bringing individual and community missions to contribute more to development because philanthropy is a popular social capital, especially in Indonesia.⁸

⁴ Pribadi, Roy Eka. "Implementation of sustainable development goals (sdgs) in improving the quality of education in Papua." *EJournal of International Relations* 5.3 (2017): 917-932.

⁵ Safitri, Alvira Oktavia, Vioreza Dwi Yuniarti, and Deti Rostika. "Efforts to improve quality education in Indonesia: Analysis of achieving sustainable development goals (SDGs)." *Basicedu Journal* 6.4 (2022): 7096-7106.

⁶ *Ibid Hal.7099*

⁷ Saefulloh, Febri Saefulloh, and Yoga Gandara Gandara. "The Role of Social Communities in Philanthropic Practices Through Social Entrepreneurship (Case Study Against Greeneration Foundation Organizations)." *Hermeneutics: Journal of Hermeneutics* 7.2 (2021).

⁸ *Ibid.*

In Indonesian Philanthropy, which has specific programs, they are divided into several clusters.⁹ One of these clusters is Indonesian Education which aims to increase the participation of the philanthropic sector in developing the education system in Indonesia, so that it can make a real contribution and play an active role in driving the impact of developing an education system that is aligned with the SDGs.¹⁰ One of the cluster members is the Tanoto Foundation, the coordinator of the education cluster at Indonesian Philanthropy.

Based on the presentation above. The Tanoto Foundation is an international philanthropic organization that works with several programs to eradicate poverty in Indonesia, believing that this will be more effective by increasing quality education in accordance with point four of the sustainable development agenda/SDGs, namely *Quality Education*. So the authors take research that discusses the role of the Tanoto Foundation as an international philanthropic organization in supporting the improvement of the quality of education in Indonesia with the title *The Role of the Tanoto Foundation as an international philanthropic organization in supporting the improvement of Quality Education in Indonesia*.

II. METHODOLOGY

The method used in this research is descriptive qualitative method. Research using qualitative methods is research by analyzing and describing a problem comprehensively, analyzing sentences and providing detailed reports. In addition, the author uses a descriptive method in which this qualitative research focuses on ontological activities. The data collected comes from words, sentences or images that have meaning and are able to spur understanding. In this study, the researcher emphasizes detailed, complete, in-depth sentence descriptions that describe the actual situation to support the presentation of data.¹¹

In this research, one of the international philanthropic organizations, namely the Tanoto Foundation, has a role in helping the government to realize the SDGs agenda. The movement of the Tanoto Foundation as a philanthropic organization focuses more on the fourth point in the SDGs, namely improving the quality of education in Indonesia. In this presentation, this research will describe the role of the Tanoto Foundation as an international philanthropic organization in supporting the improvement of the quality of

⁹1). Zakat On SDG's, 2). Indonesian Education, 3). Settlements and Cities, 4). Food Security and Nutrition, 5). Environment and Conservation, 6). Arts and Culture, 7). Health.

¹⁰Indonesian Philanthropy, “ *Indonesian Education* ” (<https://filantropi.or.id/about-us/history/> accessed December 27, 2022, 10.34 WIB)

¹¹ Nugrahani, Farida, and M. Hum. "Qualitative research methods." *Solo: Cakra Books* 1.1 (2014): 3-4.

education in Indonesia and various programs that will later be aligned with the indicators of improving the quality of education in Indonesia by the Tanoto Foundation.

Regarding the data collection technique used in this research is through literature studies. Therefore, in this study the authors used materials in the form of books, scientific journals, reports, magazines, the Internet, e-books, and other literature related to this research. For data problems raised in this study, using deductive reasoning technique analysis. Which deductive reasoning is interpreted as a way of thinking that is carried out starting from things that are general in nature, to things that are specific in nature. So this deductive technique is also interpreted as a technique in the form of a *Top-Down solution*.

III. RESULT AND DISCUSSION

For Philanthropy as social capital cannot be separated from the ideas of Robert Putnam and James O Midgley, who studied social capital in development. Both fill in the social capital factor as a supporting pillar in the development context. According to James O Midgley, there are three important roles of actors in building social welfare that must work together, the government, the private sector, and the community.¹² The government's role in poverty alleviation can be seen from the view of the state apparatus in which government agencies as state institutions have duties and obligations for the welfare of their people in the form of social policies. The opening of jobs by the private sector will help a country in reduce poverty and unemployment. Meanwhile, society can be seen as an independent component with social capital to lift individuals or groups out of the cycle of poverty. The social capital owned by this community includes philanthropy, an act of generosity.¹³

From this view, the government here is certainly the main stakeholder in realizing the achievement of social welfare with their various programs such as the School Operational Assistance program, *Bantuan Siswa Miskin* (BSM) and others.¹⁴ While from the private sector is the opening of employment opportunities to the community. Job creation by the private sector can have an impact on reducing poverty and unemployment. This can be seen for example in private companies such as RGE (Royal Golden Eagle) which have around 60,000 employees in several areas of their company.¹⁵

¹² Tamim, Imron Hadi. "Filantropi dan pembangunan." *Jurnal Community Development* 1.1 (2016): 121-136.

¹³ *Ibid* page 122

¹⁴ RI, K. K. D. I. (2011). Program penanggulangan kemiskinan kabinet Indonesia bersatu II.

¹⁵ PUSPITA, NUR INDAH. *SPIRIT FILANTROPI: KAJIAN BUDAYA ORGANISASI TANOTO SCHOLARS ASSOCIATION UNIVERSITAS DIPONEGORO*. Diss. Fakultas Ilmu Budaya, 2020

Meanwhile, from a community point of view, it is a philanthropic institution based on a company so that they can be mutually sustainable to support development. An example of philanthropy originating from a company is the Tanoto Foundation, which originates from a company. The Tanoto Foundation, which is engaged in philanthropic activities in the educational aspect, cannot be separated from partnerships with the government, one example is the signing of a memorandum of understanding regarding the PINTAR program with the Ministry of Education and Culture, the Ministry of Religion, and the Ministry of Research, Technology and Higher Education.¹⁶

O Midgley provides a technical offer on how social philanthropy becomes an approach to promoting social welfare by providing of humanitarian services in health, education, and community empowerment sector through fostering productive economic activities. In the practice of philanthropy, high social humanity aspects should be prioritized. It is useful as a step in realizing a strong and dynamic global government through wealth and dynamic distribution. A philanthropic organization must be considered an important actor in international relations. This is because philanthropic organizations can have the power to shape and change a global political agenda in different ways.¹⁷

The Tanoto Foundation is an international philanthropic organization whose scope of movement is now focused on more than country and across multiple countries. TF can be called one of the International Philanthropic Organizations because their programs has spread to Singapore and China. In Indonesia they focus on 3 programs namely SIGAP, PINTAR and TELADAN. In Singapore TF is committed to its scholarship program and support for philanthropic medical research. TF also plays a role in advancing the capacity of the Asia - Pacific region as a leader in developing health innovation. Meanwhile, in China, TF continues its program, namely the Belt and Road initiative¹⁸ and also expands the childcare program for children under the age of three

¹⁶ Tanoto Foundation, "Pendidikan Berkualitas Mempercepat kesetaraan peluang", *Laporan Tahunan*, 2018 hlm 30-31

¹⁷ Fauzi, Muhammad, and Agus Gunawan. "Global Philanthropy Shaping the Welfare State: Islamic and Jewish Perspectives." *JSSH (Journal of Social Sciences and Humanities)* 6.2 (2022): 141-157.

¹⁸ A leadership training program that aims to build communication mechanisms and platforms from industry to companies and from government to the private sector through communication and exchange between political elites. The program consists of: The International Master of Public Administration in the Belt and Road Initiative, Advanced Seminars and The Belt and Road Talent Training LL.M Program.

where the program focuses on cognitive development in toddlers in rural areas.¹⁹ Apart from their programs that have spread across countries, the Tanoto Foundation is also established in 3 countries: Indonesia, Singapore and China. Based on the programs and also the establishment of TFs in these 3 countries, TFs can be categorized as an International Philanthropic organization.

According to The Union of International Association, there are several conditions that must be met to be called a non-governmental international organization, namely: 1.) The goals of the organization are international in nature or standing, 2.) Membership must be open to include individuals or groups in each country, at least three countries, 3.) The basic members of the organization must contain provisions regarding the election of leaders, in such a manner as to avoid filling positions by people from one country only, 4.) The main funding must come from contributions of at least - at least three countries.²⁰

From the explanation above it is said that the Tanoto Foundation is an international philanthropic organization because: 1). Tanoto has a target of accelerating the discovery and application of relevant health innovations for the Asian region and also the application of the main PINTAR, SIGAP and TELADAN programs covering three countries (Indonesia, Singapore and China), 2). The members of TF come from these 3 countries which can be seen from the members of Tanoto Scholars who come from Indonesia, Singapore and China, 3). The general board of advisors and their advisory board are not only from Indonesia such as Dr.Ng Choon Ta and Sun you ning from Singapore, Bey soo kiang as the advisory board from Singapore and Dr. pang CEO of Kerry Group Kouk Foundation Limited as advisory board from China, 4). Because TF is a philanthropic organization whose funding is mostly from RGE companies that have spread across Singapore, Hong Kong, Jakarta, Beijing and Nanjing. So the source of TF also comes from RGE subsidiaries spread across the country.

Philanthropic activities include helping activities that aim to sustainably impact the people who directly receive the benefits. In the Qur'an it is conveyed that we are obliged to help each other as conveyed by the following verse:

شَدِيدُ الْعِقَابِ وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ

¹⁹ Tanoto Foundation, "Quality Education Accelerates equal opportunity", *Annual Report*, 2018 pp 10-11

²⁰ Rachma, T. S. (2020). *Peran Greenpeace Dalam Upaya Membantu Pengurangan Penggunaan Plastik Di Jakarta* (Doctoral dissertation, UNIVERSITY OF MUHAMMADIYAH MALANG).

which means:

"And please - help you in doing good and piety, and do not help - help in acts of sin and enmity. Fear Allah, indeed Allah is very severe in punishment." (Quran surah Al-Maidah verse ;2)

The purpose of this verse is we can help our fellow creatures of Allah "in any case". The meaning in "any case" is that which refers to goodness. One of them is helping the community to improve the quality of their education. Education is of course very important for today's society, sometimes to get a quality education requires a very large cost and most people in Indonesia are hindered by their low economic condition.

In 2018 the Tanoto Foundation launched the TELADAN, PINTAR and SIGAP concepts.²¹ Although the focus of the Tanoto Foundation in supporting development programs that refer to the Sustainable Development Goals (SDGs) was only clearly seen in 2016 with the demonstration of localization of SDGs at the provincial level, since the first time the Tanoto Foundation was founded with the philosophy "Quality education accelerates equal opportunities". TF is engaged in supporting the improvement of the quality of education in Indonesia.

1. PINTAR Program

In 2018 with a program whose origin was Pellita Education which later became the PINTAR program in 2018, TF has achieved the following details:

²¹ Tanoto Foundation, "Quality Education Accelerates equal opportunity", *Annual Report*, 2018 pp 10-11

Amount	Explanation
5	Total Province Coverage
14	Total District Coverage
440	Schools in Reach
4.064	Trained Teacher
10	Partners of education personnel education institutions (LPTK)
678	Local Facilitator
459	Principal and Superintendent
167.332	Assisted Student

The above achievements are the achievements of the PINTAR program in 2018. The launch of the PINTAR program by TF refers to the percentage index by *the Program for International Student Assessment (PISA)* carried out by the OECD (*Organization For Economic Co-operation and Development*). Measured from 3 skills, namely the percentage of reading, mathematics, and science.²²

In the course of the PINTAR program from its launch until May 2019 the PINTAR program has produced positive results, especially for schools that have received support from the program. The PINTAR program has impacted students in partner schools by demonstrating that students appear to be trained in applying 21st century skills such as critical thinking, collaboration, communicative, and creative.

Improving the quality of education from 2018 – 2021 through the PINTAR program can be measured from several sectors: Teacher teaching practices, Principal leadership, and management practices, and Student learning outcomes.

- A. For the teacher training sector, they focus on improving teacher pedagogical skills in Mathematics, Science and Literacy
- B. Next is the school leadership sector. The focus of the PINTAR program in its involvement with school principals is on strengthening the role of the principal in carrying out academic supervision, managerial tasks, and developing a reading culture within the school environment. In 2021, some TF partner schools

²²Ibid p. 28-29

will already have an academic supervision mechanism in their schools. On the other hand, 7 out of 10 schools support literacy programs in 2021 which has doubled from 2018.

- C. Next is the sector of Student Learning Outcomes. Even though the previous sectors experienced progress in teachers and school principals. The results of student work tend to experience very little improvement, this can be seen from the presentation of student achievement in Mathematics, Reading and Science from 2018 – 2021 as follows:

Class 4:

Exp.	2018	2021
Math	38%	39%
Riding	49%	54%
Science	32%	34%

Class 8:

Exp.	2018	2021
Math.	28%	29%
Riding	63%	64%
Science	34%	37%

From the table above, it can be seen that the level of student achievement has increased, but not at most 5% for the three subjects. This can be taken from the positive side that the existence of the PINTAR program can avoid a decrease in student achievement. The above assessment was carried out on overall student performance conducted by PINTAR on 1,771 grade 4 students and 1,582 grade 8 students in 14 districts/cities in 5 provinces.²³

One direct example of the application of the PINTAR program is the Module II training program by PINTAR in Yogyakarta and attended by a class IV teacher at MIN 1 Balikpapan named Wiwik Kustinaningsih. The training provided tips for participants to make teaching and learning activities more enjoyable according to their respective subjects. For Wiwik, all kinds of lessons can be made into practicals or crafts, not just science lessons. An example is when they study an Indonesian lesson about reading instructions for making an angina car, students are asked to be able to apply their reading, not just to conveying instructions again but to be able to practice it. After the training

²³Ibid p. 10.

from the PINTAR program, he stated that the students' ability to understand lessons was getting better than before.²⁴

2. SIGAP Program

The problem of improving the quality of human resources cannot be separated from the problem of stunting in Indonesia. Most people think stunting is only a problem of poor nutrition. They think that it only impact on a person's physical growth, but without realizing it the problem of stunting also spreads to the development of a child's thinking in the long term. This can cause a person's level of intelligence to decrease. In 2019, the stunting rate in Indonesia was around 27.7 %.²⁵ To reduce the stunting rate, the Indonesian government needs efforts. To make efforts more effective, not only does the government play a role in reducing stunting in Indonesia, but there must be support for multi-stakeholder collective action from the government, the private sector, philanthropy, civil society organizations, and the community.

Not only at the primary and secondary education levels, with its PINTAR program, TF has programs for stunting prevention as well as early childhood development and education which can be called the SIGAP program. During this implementation, SIGAP has several programs in it, namely: SIGAP children's home program, capacity building program for cadres and local government, and other strategic initiatives. In realizing a reduction in the prevalence of stunting in Indonesia, SIGAP issued several main activities that could support the government's target of reducing the prevalence of stunting in Indonesia to less than 20% in 2024.²⁶

From its launch in 2018 to 2021, SIGAP has achieved the following achievements:

- A total of 14,219 PKH assistants have been trained
- 72,636 human development cadres have been trained
- 560 beneficiary teachers
- 7,591 beneficiary children
- 1,806 beneficiary parents
- 22 SIGAP children's homes
- 282 PAUD beneficiaries

²⁴ Tanoto Foundation, “Tanoto Foundation Menginspirasi untuk Membuat Perubahan”, Apa Kabar ? (Tanoto Foundation), November 2019 hlm 6

²⁵ [Indonesian Nutrition Status Study \(SSGI\)](#) .

²⁶ Tanoto Foundation, “Developing Individual Potential and Improving Living Standards Through Transformative Quality Education”, Annual Report 2019 pp 26-27

- 176 seminars/workshops/webinar.²⁷

3. TELADAN Program

The next program launched by TF in supporting the government to improve the quality of education in Indonesia is the TELADAN program. TELADAN is a leadership development program that does not only provide scholarships to its participants. This program also provides training for participants so that they can develop themselves and so that they can have a career, have an international outlook and also encourage participants to carry out social activities that are very beneficial for self-development. This program is expected to help answer the need for future leaders who have responsible character, can make a positive impact on society, have integrity, an entrepreneurial spirit, are diligent, innovative, and have a sense of care for others. In 2017, the enrollment rate in tertiary institutions was still around 31.5 %, which is very low.²⁸ Therefore, TF provides assistance to increase access to tertiary institutions through of tuition fee support of up to 100% and is given monthly allowances for selected participants.

After the participants have been selected to become members of TELADAN, they will be guided by several activities such as:

- *Tanoto Student Research Award (TSRA)*

A forum for participants to conduct collaborative and multi-interdisciplinary applied research.

- *Pay it Forwards*

Forum for participants to carry out social projects to assist in the realization of sustainable development goals.

- *Tanoto Scholars Association (TSA)*

The existence of this association aims to have a good impact on society and the country.

- *Tanoto Scholars Gathering (TSG)*

A forum for participants to build relationships with each other.

- *Global Experiences Program.*

²⁷Tanoto Foundation, "40 Years of Serving Together to Build a Better Future", Program Impact Summary, 2021 page 3

²⁸Tanoto Foundation, "Tanoto Foundation's TELADAN Program Supports the Development of Superior Leaders with International Perspectives", ([Tanoto Foundation's TELADAN Program Supports the Development of Superior and Internationally Informed Leaders - Tanoto Foundation](#) Accessed on 01-03-2023 at 22.13 WIB)

Opportunity to study one semester at a competency-based world-renowned university.

- *Sponsorship (Student Support)*

Participants may have the opportunity to develop professional skills for themselves.

- *Internship & Tanoto Future Leader Business Acumen Beneficiaries (Scholars)*

Internship opportunities for participants and opportunities for entrepreneurial skill development.²⁹

In 2019 TSRA funded around 54 studies. One of them is the Naturecelly Gel research, this gel is a product of the work of students at the University of North Sumatra and is made from empty palm fruit bunches by fermentation and combined with a gelling agent to produce fuel from the quality gel.³⁰ In 2019, one of the TELADAN participants from North Sulawesi formed a community for young people in the North Sulawesi area to improve their competence. They created the *Youth for You* (YFY) movement, Kawana in June 2019. The movement is engaged in teaching English at orphanages. One of the orphanages that received benefits was the Putri Bukit Harapan orphanage in Manado.³¹ The explanation of the two previous things is a concrete form of the example of activities from TSRA and *Pay it forward* from the TELADAN program. Through the TSRA program, TF plays a role in being able to provide solutions to the Sustainable Development Goals, this was conveyed by a companion lecturer from Hasanuddin University (Dr.Ir. Abdul Mollah Jaya, SP, M.Sc.).³²

Until 2021, TELADAN has played a role in assisting the government in improving the quality of education in Indonesia with the following achievements:³³

²⁹Tanoto Foundation, "40 years of serving together to Build a Better Future", Annual Report 2021 page 59

³⁰Tanoto Foundation, "Encouraging the Spirit of Innovation Through Applied Research", How Are You?, January 2020 page 6

³¹Sangari, Krisan Valerie, "Tanoto Foundation Inspires Me to Make Changes", How are you? (Tanoto Foundation), November 2019 page 14

³²Tanoto Foundation, "Encouraging the Spirit of Innovation Through Applied Research", How Are You?, January 2020 page 7

³³Tanoto Foundation, "40 Years of Serving Together to Build a Better Future", Program Impact Summary, 2021 page 6

Amount	Explanation
9	Institutes/Universities partnered with TF
137	Tanoto Scholar "Go International"
171	The New Tanoto Scholars in 2021
610	Active Tanoto Scholar
642	Research from Tanoto Scholar sponsored by TF
376	Social activities that have been realized by Tanoto Scholar
7.996	Tanoto Scholar (2006-2021)

Of all the programs above, TF has supported the achievement of SDGs from the early childhood education level to the tertiary level. Not only students and children are involved in it, but aspects of the government, community, and teachers are also involved in their program. This indicates that TF is in line with the concept of inclusivity, that is, all aspects are involved and nothing is left behind.

IV. CONCLUSION

As an international philanthropic organization, the Tanoto Foundation plays a role in improving the quality of education in Indonesia through philanthropic agendas formulated in their three flagship programs, SIGAP, PINTAR and TELADAN. Based on these programs, TF contributes to realizing the fourth point of SDGs (*Quality Education*), namely "*Ensuring a Fair and Inclusive Quality of Education and Increasing Lifelong Learning Opportunities for All*", each of which is in following the targets and indicators from the fourth point of the SDGs as follows:

1. The SIGAP program is in accordance with the Target "*All children under 5 years of age can develop their potential through access to quality early childhood development programs and policies*". The achievements and activities in SIGAP are in accordance with the following indicators: **a).** Percentage of children who received at least one year of quality early childhood education

- (PAUD) programs, **b).** Early Childhood Development Index (ECDI), **c).** Percentage of children under five receiving responsive and stimulative care in a safe environment.
2. The PINTAR program is aligned with the target “*All girls and boys receive quality primary and secondary education that focuses on learning outcomes and reduces the dropout rate to zero*” . Matching indicators: **a).** Percentage of girls and boys who have mastered various basic skills, including proficiency in reading and basic math skills at the end of the primary school cycle, **b).** Percentage of girls and boys who achieved proficiency in various learning outcomes, including in mathematics at the end of junior high school, **c).** The number of qualified teachers.

The TELADAN program is in accordance with the target “*Ensure the effective transition of all youth to the labor market*”, which is in accordance with the indicators: **a).** College enrollment rates for women and men, **b).** Percentage of young adults (18-24 years) with access to learning programs, **c).** Percentage of youth (15 – 19 years) with access to school-to-vocational programs.

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