

## Information Dissemination of Youth and Sustainable Development Goals

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### Abstract

*The Sustainable Development Goals (SDGs) cannot be achieved without the active involvement of young people, who are one of the important pillars of sustainable development. They will be the ones who will experience the success or failure of the 2030 agenda of SDGs. Youth have great potential as agents of change who can create innovations. Therefore, it is important to foster self-awareness in youth of their important role in realizing sustainable development goals. A community service activity was carried out to provide a comprehensive understanding of the SDGs in Indonesia and encourage the active role of youth in realizing them. The event was in the form of information dissemination, conducted on Monday, September 9th, 2024, at 10:00 - 11:30. The event was delivered directly onsite at SMP Katolik Ricci 1. The event participants consisted of 9th-grade students who had been specially selected by the school to take part in the event. The learning method used in this community service activity is a combination of lecture and interactive discussion. To obtain comprehensive feedback, participants were asked to complete quizzes and questionnaires aimed at assessing the effectiveness of the activity as well as exploring participants' aspirations regarding their contribution to achieving SDGs. After attending this event, it can be concluded that students of SMP Katolik Ricci 1 gained knowledge about the role they can play as young people to support the achievement of SDGs in Indonesia and apply this knowledge in their daily lives.*

**Keywords:** sustainability development goals, training, youth

### How to Cite:

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## Introduction

Global warming is a universal challenge faced by countries around the world today. Global warming has an impact not only on human life personally but also on world economic activities. Global warming causes unusual natural events, such as floods and the melting of polar ice, faster than experts predicted. Global warming also increases the risk and affects the ability of humans to utilize natural resources to meet current and future needs. The fate of the future of the world and human civilization is in question, as to whether it can survive in the next few years.

At the United Nations (UN) Summit on September 25th, 2015, all member countries agreed to the Sustainable Development Goals (SDGs). All UN member countries agreed to achieve the 17 goals of the SDGs shown in Figure 1. The SDGs are a collective global effort to meet the needs of the present without compromising the ability of future generations to meet their own needs. As a global initiative that runs until 2030, the SDGs aim to lift all humanity out of poverty and preserve the environment.

	<b>GOALS 1</b> End poverty in all its forms everywhere
	<b>GOALS 2</b> End hunger, achieve food security and improved nutrition and promote sustainable agriculture
	<b>GOALS 3</b> Ensure healthy lives and promote well-being for all at all ages
	<b>GOALS 4</b> Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
	<b>GOALS 5</b> Achieve gender equality and empower all women and girls
	<b>GOALS 6</b> Ensure availability and sustainable management of water and sanitation for all
	<b>GOALS 7</b> Ensure access to affordable, reliable, sustainable and modern energy for all
	<b>GOALS 8</b> Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
	<b>GOALS 9</b> Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
	<b>GOALS 10</b> Reduce inequality within and among countries
	<b>GOALS 11</b> Make cities and human settlements inclusive, safe, resilient and sustainable
	<b>GOALS 12</b> Ensure sustainable consumption and production patterns
	<b>GOALS 13</b> Take urgent action to combat climate change and its impacts
	<b>GOALS 14</b> Conserve and sustainably use the oceans, seas and marine resources for sustainable development
	<b>GOALS 15</b> Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
	<b>GOALS 16</b> Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
	<b>GOALS 17</b> Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

Fig. 1. The 17 Goals in SDGs

From a perspective (Kementerian PPN/Bappenas, 2020), SDGs or *Tujuan Pembangunan Berkelanjutan* (TPB) are defined as sustainable development, not only focused on the economic sector, but also paying attention to social welfare, intergenerational justice, and the environment. The framework for implementing the TPB in Indonesia has been refined through Presidential Regulation Number 59 of 2017, which was later revised to Presidential Regulation Number 111 of 2022. Furthermore, from 2017 to 2023, Indonesia had a National Action Plan, 32 Regional Action Plans, and 42 SDGs centers across the country. Indonesia also participated in the Voluntary National Review (VNR) at the High-Level Political Forum (HLPF), where UN member states reported on their progress towards achieving the SDGs.

The UN defines youth as individuals aged between 15 and 24 years. Unlike the UN definition, Law Number 40 of 2009 concerning youth in Indonesia sets the age range for youth from 16 to 30 years. Youth aged 15 to 24 years account for around 16% of the world's population, or equivalent to 1.2 billion individuals, according to the 2020 World Youth Report (Wirianata et al., 2023). March 2022 *Susenas* data shows that there are 68.82 million Indonesian youth, which is 24% of the total population of Indonesia (Wirianata et al., 2023).

Youth play the most important role in efforts to achieve the SDGs. Today's youth will be the implementers of economic activities, future leaders, and parties who make decisions in the future. They themselves are the people who will feel the success or failure of the 2030 agenda of TPB or SDGs. They can also act as ambassadors for SDGs and as the main subjects in supporting the achievement of SDGs (Alfajri et al., 2020). Therefore, it is very important to involve and empower youth in efforts to realize a sustainable future (Hwang & Kim, 2017).

SMERU Institute's research on SDGs among Indonesian youth and adolescents revealed that more than half of the SDGs explicitly involve youth as the main target (Tanoto Foundation, 2020). To increase youth involvement in realizing SDGs, a deep understanding of development strategies and their implementation is crucial (Juned et al., 2018). Youth have great potential as agents of change who can create innovation by having high dedication to the country and making changes for the progress of the nation and state (Nasrullah, 2022).

Today's youth still lack concern for the environment, lack knowledge and behavior in protecting the environment, because there is still a lack of knowledge about this in the school curriculum (Ilham et al., 2021). Schools as educational institutions have a role in supporting

the achievement of TPB or SDGs (Lestari et al., 2024). In line with goal number 4 in SDGs on quality education, education should be a place that produces generations that can create change and take real action in society. Therefore, it is important to foster self-awareness in young people about their important role in realizing the goals of SDGs (Juned et al., 2018). Information dissemination or education about TPB or SDGs can be one way to create an educational atmosphere that is oriented towards sustainable values (Lestari et al., 2024).

SMP Katolik Ricci 1 is a private school located in West Jakarta. Educational units such as SMP Katolik Ricci 1 are required to prepare their students to pursue higher education. SMP Katolik Ricci 1, like many other schools, faces several challenges in integrating SDGs learning into the curriculum. One of the problems faced is the lack of specific teaching materials and time constraints. Active involvement of students in activities related to SDGs also needs to be improved. The importance of this activity is that SMP Katolik Ricci 1 has great potential to contribute to achieving the SDGs. Thus, SMP Katolik Ricci 1 not only produces graduates who excel academically but also individuals who have global awareness and are ready to face future challenges.

Considering the crucial role of youth in sustainable development, information dissemination and education about the SDGs are important steps to encourage their active participation. In line with the importance of the role of youth in sustainable development, a community service team from Universitas Tarumanagara (Untar Team) took the initiative to provide information dissemination about SDGs to students of SMP Katolik Ricci 1.

## Methods

The community service team carried out a program for students of SMP Katolik Ricci 1 in the form of providing an explanation of the Sustainable Development Goals and the role of youth. The implementation of this community service activity utilized a conventional approach, such as a mini seminar, which combined lecture and discussion methods. Lecturers from Universitas Tarumanagara deliver the material and provide more detailed explanations. Discussions were held during the activity, giving students the opportunity to express their views, opinions, and questions related to the material discussed. At the end of this activity, students of SMA Katolik Ricci 1 were given a quiz and asked to fill out a questionnaire. The quiz was given to find out how much information they had obtained after participating in this program. Meanwhile, the

questionnaire aims for students to be able to provide responses and suggestions regarding the implementation of the information dissemination activities. In the questionnaire, participants were also asked to provide opinions regarding their role as youth and to find out their interests as youth who play a major role in supporting the achievement of SDGs in Indonesia. Figure 2 shows the activities during the community service.

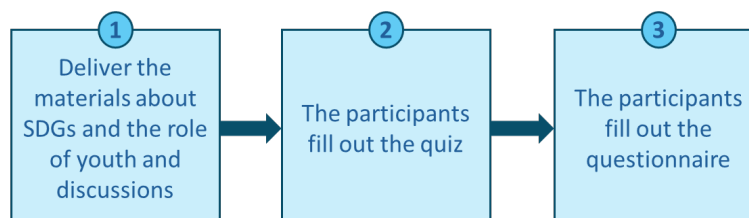


Fig. 2. The community service activities

## Results and Discussions

The community service activity on Youth and Sustainable Development Goals was held on Monday, September 9th, 2024, at 10.00 am – 11.30 am. The implementation of this activity was carried out onsite at SMP Katolik Ricci 1. Participants who took part in the event consisted of 9th-grade students. The students followed the material presented during the training. The material was presented by lecturers from Universitas Tarumanagara. In addition to the presentation of the material, videos related to the SDGs were also shown. The delivery of the material began with an explanation of the meaning of SDGs, their indicators, the principles of their implementation, and the SDGs platform. After the lecturer provided the material, the training continued with what roles they could play as young men and women in accelerating the achievement of the TPB or SDGs in Indonesia.

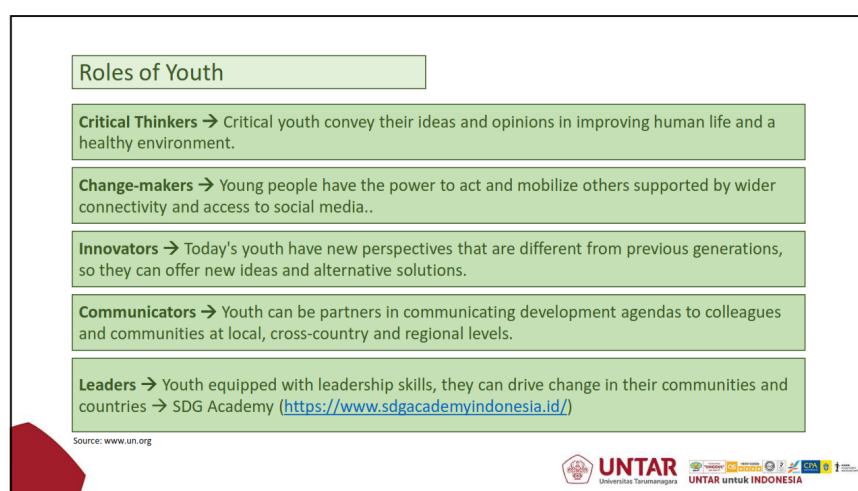


Fig. 3. The roles of youth in achieving the SDGs

Figure 3 shows an instance of the material about the role of youth in SDGs discussed during the information dissemination activity. During this activity, the students followed the event seriously and showed interest in the material presented. Figure 4 shows the photo documentation when the activity was taking place.



Fig. 4. Photo documentation of information dissemination activity on SDGs

After the presentation of the material was completed, this activity concluded with a quiz using the Quizziz media. The students could take the quiz by accessing the link provided via their respective laptops and mobile phones. The questions given in this quiz were multiple choice. An example of a quiz question (in Indonesian) is shown in Figure 5.

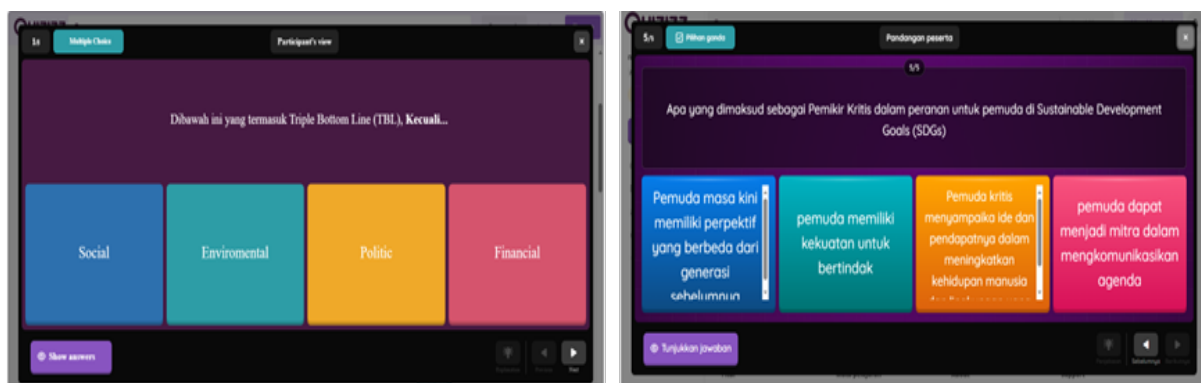


Fig. 5. Examples of quiz

As shown in Figure 6, it was learned that 79% of students of SMP Katolik Ricci 1 could answer the quiz questions correctly. In other words, the information dissemination activity conducted by the Untar Team can be said to be successful because the students have understood the material given.

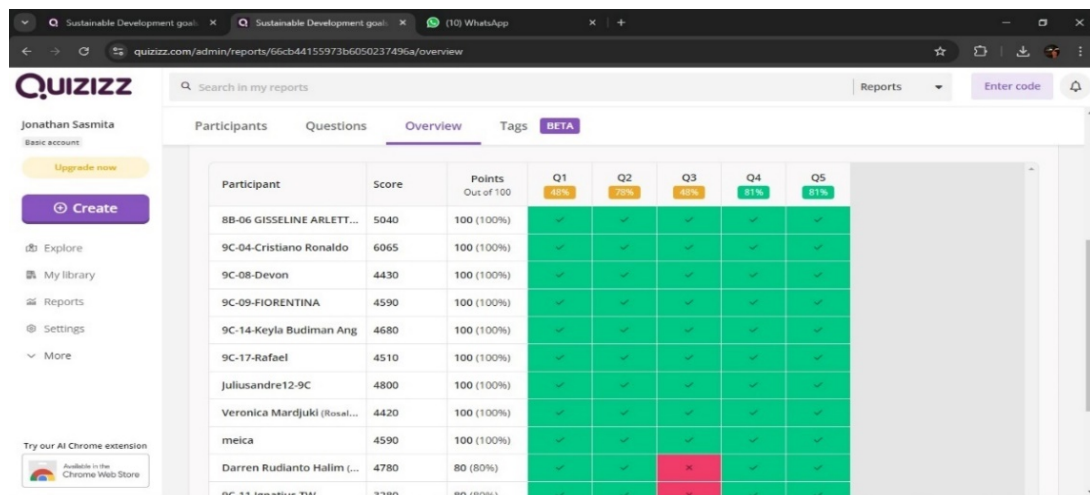


Fig. 6. Quiz results

Table 1 presents the average scores from a participant questionnaire assessing knowledge, interest, and perceived role concerning the Sustainable Development Goals (SDGs). Each statement was rated on a 5-point scale.

Table 1. Average score of questionnaire results

No.	Statement	Average
1	I have heard about Sustainable Development Goals (SDGs)	2.95
2	I got knowledge about SDGs	4.37
3	The material presented is useful for me	4.26
4	I'm interested in learning about SDGs	3.63
5	I realize my role is very big in supporting the achievement of SDGs	3.74
6	As a youth I will support the achievement of SDGs	4.32
7	My support will accelerate the achievement of SDGs	3.79
8	I will share information about SDGs with family and friends.	3.68

The results indicate varied baseline knowledge but positive engagement and willingness to contribute. Specifically, the average score for Statement 1, "I have heard about Sustainable Development Goals (SDGs)," was 2.95 out of 5, suggesting that participants initially possessed limited prior awareness of the SDGs.

Conversely, Statements 2 ("I gained knowledge about SDGs") and 3 ("The material presented is useful for me") yielded high average scores of 4.37 and 4.26, respectively. These significantly higher scores, compared to Statement 1, demonstrate that the information



dissemination initiative effectively imparted knowledge and was perceived as beneficial by the participants.

Furthermore, an average score of 3.63 for Statement 4 ("I'm interested in learning about SDGs") indicates a notable interest among participants in further engaging with SDG-related topics. Statements 5, 6, 7, and 8, which assess participants' perceived role and commitment, also showed favorable average scores: 3.74 ("I realize my role is significant in supporting the achievement of SDGs"), 4.32 ("As a youth, I will support the achievement of SDGs"), 3.79 ("My support will accelerate the achievement of SDGs"), and 3.68 ("I will share information about SDGs with family and friends"). These scores collectively highlight participants' enthusiasm and readiness to embrace their roles as young people in supporting the achievement of the SDGs in Indonesia.

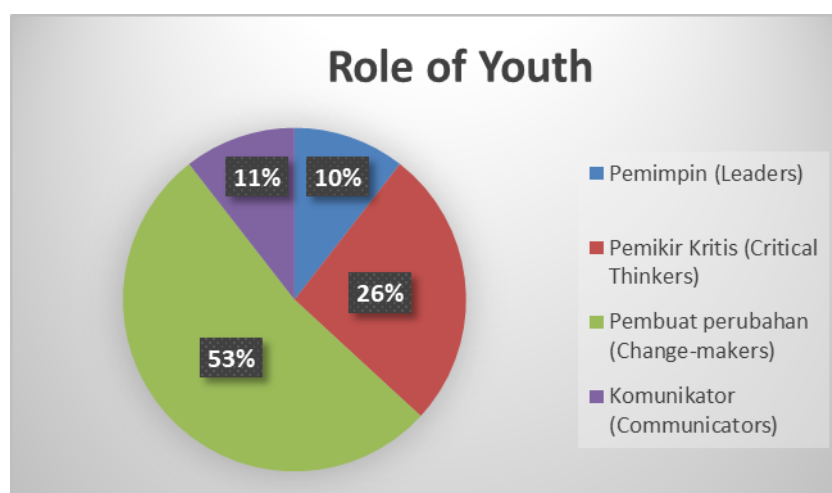


Fig. 7. Participants' answers about the role of youth

Figure 7 illustrates the distribution of perceived youth roles in supporting the achievement of the Sustainable Development Goals (SDGs), based on questionnaire responses from students at SMP Katolik Ricci 1. From a predefined set of five options, participants predominantly identified with four distinct roles: leaders, critical thinkers, change-makers, and communicators.

The most frequently selected role was "change-makers", accounting for 53% of the responses. This high proportion suggests that students at SMP Katolik Ricci 1 perceive themselves as having a significant capacity to initiate transformative actions towards sustainable development, which could contribute substantially to Indonesia's national progress.



Subsequently, the "critical thinkers" role was chosen by 26% of the students. The roles of "communicators" and "leaders" were selected by 11% and 10% of participants, respectively. Notably, the "innovator" role was not selected by any of the participants from SMP Katolik Ricci 1.

In the questionnaire, event participants were also asked for their opinions on the implementation or real actions they would take in supporting the achievement of SDGs in Indonesia. Participants' answers can be seen in Table 2.

Based on the overall results of the quiz and questionnaire, it can be concluded that the event participants gained additional knowledge about the SDGs and considered this event useful for them. The questionnaire results also showed the enthusiasm of the participants in conveying ideas for real actions that they could take to support the achievement of the SDGs (Wirianata et al., 2023).

Table 2. Participants' opinions on real actions to support SDGs

<b>Respondent</b>	<b>Real actions I can do to support the achievement of the SDGs</b>
1	Reducing plastic waste and planting more trees
2	Reducing carbon footprint
3	Reduce plastic use
4	Disseminate information
5	Start from your personal life pattern, help spread awareness about the SDGs, and participate in various campaigns that involve the SDGs in it.
6	Starting from small, reducing carbon footprint such as walking home/to school, using general aspiration, reducing electricity use at home
7	Does not use plastic and saves electricity
8	Bring food and drinks from home, planting trees
9	Saves energy
10	Reduce the use of plastic, save energy, growing plants
11	Reduce electricity use
12	"Go Green", SDGs donation, planting trees, giving ideas to solve global warming
13	Reduce plastic, do not use lights during the day because we can open windows, buy food with no plastic/styrofoam packaging
14	Share information
15	Help disseminate information about the SDGs
16	Reduce plastic, paper and styrofoam waste. Plant plants that can produce oxygen. Using digital money to reduce paper money, (if possible I want to create new jobs)
17	Saves electricity, makes the environment clean
18	I will start from my lifestyle, help spread awareness about the SDGs, and participate in various campaigns that involve the SDGs in it.
19	I can prevent a lot of electricity from being used in the house, reducing plastic waste

## Conclusion

This community service activity was carried out with the aim of providing information dissemination of knowledge about Youth and Sustainable Development Goals for students of SMP Katolik Ricci 1. The activity delivered in the form of a presentation of the material about SDGs and the role of youth can be done to support the achievement of SDGs. During the activity, students of SMP Katolik Ricci 1 showed enthusiasm, passion, and interest in the material presented. Based on the results of the quiz and questionnaire given at the end of the event, it can be concluded that students of SMP Katolik Ricci 1 could understand the role of youth and SDGs. The results of the questionnaire also showed that this training was beneficial for the participants of the event, with four choices of youth roles, namely as change-makers, critical thinkers, communicators, and leaders.

Given the importance of the role of youth in realizing the SDGs in Indonesia and based on the results of the questionnaire, it is recommended to hold further similar activities related to the SDGs in other schools with a longer duration. In addition, these activities can also be expanded by providing an understanding of the SDGs to students at higher levels of education, such as high school and college. The goal is for the young generation of Indonesia to become drivers of change and future leaders of the nation who uphold the principles of sustainability.

## Acknowledgements

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