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Harmonisation of ESD Policies and Regulations from the Perspective of International Law and Constitutional Law to Support National Resilience

Raesitha Zildjianda^{1*}, Dian Herlambang²

¹Universitas Sriwijaya, Palembang, Indonesia

²Universitas Mitra Indonesia, Lampung, Indonesia

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Abstract

This study aims to analyse the harmonisation of policies and regulations on Education for Sustainable Development (ESD) from the perspectives of international and constitutional law in Indonesia, and to examine its implications for strengthening national resilience. The research method used is a normative juridical approach. The results of the study indicate that harmonisation of ESD regulations in Indonesia is not optimal. From an international legal perspective, ESD is supported by soft law instruments. While constitutional law implicitly reflects ESD principles, ESD principles have not been systematically institutionalised. Key challenges include weak cross-sectoral coordination, limited institutional capacity, and disparities in implementation across regions. However, there are opportunities for strengthening through global commitments, national policies, technological developments, and multi-stakeholder participation. This study confirms that harmonising ESD policies and regulations is a strategic step in developing sustainable human resources and strengthening national resilience. Therefore, strengthening integrated regulations, improving institutional coordination, and developing human resource capacity are necessary to optimise ESD implementation in Indonesia.

[Penelitian ini bertujuan untuk menganalisis harmonisasi kebijakan dan peraturan mengenai Pendidikan untuk Pembangunan Berkelanjutan (ESD) dari perspektif hukum internasional dan konstitusional di Indonesia, serta mengkaji implikasinya terhadap penguatan ketahanan nasional. Metode penelitian yang digunakan adalah pendekatan yuridis normative. Hasil penelitian menunjukkan bahwa harmonisasi peraturan ESD di Indonesia belum optimal. Dari perspektif hukum internasional, ESD didukung oleh instrumen hukum lunak. Meskipun hukum konstitusional secara implisit mencerminkan prinsip-prinsip ESD, prinsip-prinsip tersebut belum diinstitutionalisasi secara sistematis. Tantangan utama meliputi koordinasi lintas sektor yang lemah, kapasitas kelembagaan yang terbatas, dan ketimpangan dalam implementasi di berbagai wilayah. Namun, terdapat peluang untuk memperkuat melalui komitmen global, kebijakan nasional, perkembangan teknologi, dan partisipasi multi-pemangku kepentingan. Penelitian ini menegaskan bahwa harmonisasi kebijakan dan peraturan ESD merupakan langkah strategis dalam mengembangkan sumber daya manusia yang berkelanjutan dan memperkuat ketahanan nasional. Oleh karena itu, penguatan peraturan terintegrasi, peningkatan koordinasi kelembagaan, dan pengembangan kapasitas sumber daya manusia diperlukan untuk mengoptimalkan implementasi ESD di Indonesia.] © The Authors.

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*Corresponding Author:

Raesitha Zildjianda

Universitas Sriwijaya

Jl. Sriwijaya Negara, Bukit Besar, Kecamatan Ilir Barat I, Kota Palembang, Sumatera Selatan, Indonesia

Email: raesithazildjianda@fh.unsri.ac.id

1. Introduction

Education plays a fundamental role in determining the direction of a nation's development, not only by improving the quality of human resources but also by shaping collective awareness of the sustainability of social, economic, and environmental life. In a global context, the concept of *Education for Sustainable Development* (ESD) has emerged as a strategic approach that integrates the principles of sustainable development into the education system. UNESCO widely promotes ESD as part of a global effort to realise the Sustainable Development Goals, especially the fourth goal on quality education and the thirteenth goal on addressing climate change. Conceptually, ESD focuses not only on knowledge transfer but also on the development of values, attitudes, and skills that enable individuals to actively contribute to sustainable development. This includes critical thinking skills, and ethical decision-making of environmental, economic, and social aspects [1]. Thus, ESD is a crucial instrument in building national resilience, particularly in addressing global challenges such as climate change, environmental degradation, social inequality, and the increasingly complex dynamics of the global economy.

From an international legal perspective, strengthening ESD is grounded in a range of global principles and commitments that encourage countries to integrate sustainable development into their national policies. These international instruments emphasise the importance of education as a means to achieving sustainable development and demand concrete steps from states in the form of policies and regulations. However, the nature of international law, which is generally not directly operationally binding within national legal systems, necessitates a process of transformation and harmonisation within domestic legislation. On the other hand, from a constitutional law perspective, every policy and regulation must be based on the Constitution and adhere to the basic principles of state governance, such as the supremacy of law, the division of powers, and the protection of human rights. In the Indonesian context, education regulations have been recognised as part of citizens' constitutional rights; the state has an obligation to provide an education system that is not only inclusive and high-quality but also relevant to the challenges of sustainable development [2]. However, in practice, integrating ESD principles into the national legal framework still faces various obstacles, including regulatory substance, inter-institutional coordination, and policy implementation at the regional level.

The main issue is the gap between international commitments and the realities of national regulations. However, Indonesia has demonstrated its commitment to the sustainable development agenda, including through various strategic policies; not all education regulations explicitly and systematically adopt ESD principles. Furthermore, there is potential for overlap and disharmony between regulations, which could hamper effective policy implementation. This situation demonstrates the urgent need to harmonise policies and regulations to ensure alignment between international norms and the national legal system. Harmonisation in this context is not only interpreted as a mere normative adjustment, but also as an integrative effort that considers institutional aspects, legal politics, and social dynamics. From an international legal perspective, harmonisation reflects a state's commitment to adopting global standards within the framework of national sovereignty [3]. Meanwhile, from a constitutional law perspective, harmonisation requires compliance with the hierarchy of laws and regulations, the division of authority between the central and regional governments, and applicable constitutional principles.

This study uses a normative juridical research method with international law and constitutional law approaches. The research is descriptive-analytical, focusing on the harmonisation of Education for Sustainable Development (ESD) policies and regulations in Indonesia [4]. The research analyses legal documents related to ESD, including international instruments such as UNESCO frameworks and the Sustainable Development Goals (SDGs), as well as Indonesian laws and regulations, including the 1945 Constitution and Law Number 20 of 2003 concerning the National Education System. Secondary materials include books, journals, and previous studies relevant to ESD and policy harmonisation. Data were collected through library research by reviewing legal documents and academic literature. The data were then analysed qualitatively using statutory, conceptual, and comparative approaches to examine the compatibility between international commitments and national regulations regarding ESD implementation in Indonesia.

2. Method

This research employs a normative juridical method with descriptive-analytical characteristics to examine the harmonisation of Education for Sustainable Development (ESD) policies and regulations from the perspectives of international and constitutional law. The study uses statute, conceptual, and comparative approaches through the analysis of national regulations, international legal instruments, and relevant legal concepts related to ESD and national resilience. The legal materials consist of primary legal materials such as laws, regulations, and international agreements; secondary legal materials including books, journals, and previous studies; and tertiary legal materials as supporting references. Data collection was conducted through library research by reviewing legal documents and academic literature. The data were analysed qualitatively using legal interpretation and deductive reasoning to assess the harmonisation of ESD regulations in supporting national resilience [5].

3. Results

The results of this study indicate that the harmonisation of Education for Sustainable Development (ESD) policies and regulations in Indonesia has not been optimal, from both international and constitutional law perspectives. This lack of optimisation is reflected in the fragmentation of regulations across sectors such as education, environment, and development, without an explicit, integrated legal framework governing ESD. This fragmentation can be further illustrated in the following table:

Table 1. Fragmentation of ESD-Related Regulations in Indonesia

Sector	Key Regulation	Main Substance Related to ESD	Level of ESD Integration	Main Issue Identified
Education	Law No. 20 of 2003 on National Education System (UU Sisdiknas)	Character building, environmental awareness, holistic education	Implicit	ESD not explicitly regulated; no systematic integration into curriculum framework
Education	Minister of Education Regulation on Curriculum (Kurikulum Merdeka)	Environmental literacy, project-based learning	Partial	Implementation varies across regions; no binding ESD standard
Environment	Law No. 32 of 2009 on Environmental Protection and Management	Environmental protection, sustainable development principles	Partial	Not directly linked to education system; sectoral approach
Environment	Presidential Regulation No. 98 of 2021 (Carbon Economic Value)	Climate change mitigation, sustainability awareness	Limited	Focus on economic/environmental instruments, not education integration
Development	Law No. 25 of 2004 on National Development Planning System	Sustainable development in national planning	General	No specific operational framework for ESD
Development	National Medium-Term Development Plan (RPJMN 2020–2024)	Human resource development, sustainability agenda	General	ESD not explicitly positioned as a core policy instrument
International	Sustainable Development Goals (SDGs – esp. Goal 4 & 13)	Quality education and climate action	Normative (Soft Law)	Non-binding; requires national legal transformation
International	UNESCO Framework for Education for Sustainable Development (ESD for 2030)	Integration of sustainability into education systems	Normative (Guidelines)	No direct legal enforceability in national system
Cross-sector	Various sectoral regulations (education, environment, development policies)	Sustainability principles across sectors	Fragmented	Lack of harmonisation, overlapping policies, weak inter-institutional coordination

Source: Compiled by the author based on national regulations and international instruments

As shown in Table 1, ESD-related regulations in Indonesia remain fragmented and sectoral, with varying degrees of integration across different legal instruments. While sustainability principles are normatively present, they are not systematically incorporated into a unified legal framework. This condition leads to overlapping policies, weak coordination among institutions, and inconsistent implementation across sectors and regions. This condition leads to overlapping policies and inconsistencies in implementation across sectors and regions. From an international law perspective, ESD is supported by various global instruments that are predominantly soft law; thus, although they carry normative influence and encourage state commitment, their implementation largely depends on the political will of individual states.[6] Meanwhile, from a constitutional law perspective, ESD principles have been implicitly reflected in various regulations on the right to education and environmental protection, however, there is no explicit, systematic regulation, resulting in partial implementation that depends on individual institutions' initiatives.

In addition, weak coordination among institutions, both at the central and regional levels, constitutes a major obstacle to achieving effective policy integration, which is further exacerbated by limited human resource capacity, particularly among educators, to understand and implement ESD comprehensively. Regional disparities in capacity also contribute to uneven ESD implementation across Indonesia. Nevertheless, significant opportunities exist to strengthen ESD implementation, including global commitments to sustainable development, supportive national policies, advancements in technology and digitalisation in education, and increased multi-stakeholder participation.[7] Overall, the harmonisation of ESD policies and regulations has strategic implications for strengthening national resilience, particularly by improving the quality of human resources, enhancing social and environmental awareness, and increasing society's adaptive capacity to face global challenges.

4. Discussion

4.1. Harmonisation of Education for Sustainable Development (ESD) Policies and Regulations from the Perspective of International Law and Constitutional Law in Indonesia

4.1.1. International Legal Framework in the Development of Education for Sustainable Development (ESD)

The international legal framework for the development of Education for Sustainable Development (ESD) serves as a normative foundation, providing direction, principles, and standards for countries in integrating sustainable development values into their education systems. ESD does not stand as a separate legal regime but rather is part of a cross-sectoral, interdisciplinary sustainable development regime. Therefore, its regulation in international law is spread across various complementary instruments, both binding (hard law) and non-binding (soft law). One of the main pillars of the international ESD framework is the global development agenda, which places education as a key element in achieving sustainability. In this context, the Sustainable Development Goals (SDGs) are a crucial instrument, particularly those that emphasise quality and inclusive education.[8] ESD is positioned as a means to equip individuals with the competencies necessary to face global challenges, such as climate change, social inequality, and environmental degradation. Although the SDGs are not legally binding, their existence creates a strong political and moral commitment for countries to adjust their national policies.

Furthermore, international organisations such as UNESCO play a central role in developing the concept and implementation of ESD. Through various programs and global action frameworks, UNESCO encourages countries to integrate sustainability principles into curricula, learning methods, and education policies. The approach used is holistic, emphasising the transformation of education systems to be oriented not only to cognitive aspects but also to the formation of values and attitudes that support sustainability. From an international legal perspective, soft law is a dominant feature in ESD regulations. Instruments such as declarations, resolutions, and global action plans do not create directly binding legal obligations, but they have significant normative power in shaping state behaviour. Soft law allows countries flexibility to adapt implementation to their respective national conditions, while simultaneously encouraging policy convergence through mutually agreed standards and principles.[9] In this context, policy harmonisation is a crucial process for bridging the gap between general international norms and more specific national regulatory needs.

Furthermore, the international ESD legal framework is closely linked to general principles of international law, such as sustainability, intergenerational equity, and common but differentiated responsibilities. These principles serve as an ethical and normative foundation for formulating

education policies that are not only oriented towards short-term interests but also consider the long-term impacts on the environment and global society. However, implementing the international ESD legal framework faces various challenges. One of these is the lack of a robust enforcement mechanism for soft law instruments, so their success depends heavily on each country's political commitment.[10] Furthermore, differences in development levels, institutional capacity, and national priorities also influence the extent to which countries can effectively adopt and implement ESD principles.

Nevertheless, the international legal framework continues to play a strategic role as a normative reference and source of inspiration in the formation of national policies. Through a process of internalisation and harmonisation, countries can incorporate international principles into their domestic legal systems, thereby aligning global commitments with national implementation. In this context, the international legal framework serves not only as a guideline but also as a catalyst for transforming education systems towards a more sustainable direction.[11] Thus, the international legal framework for ESD development demonstrates that education is a crucial instrument for realising sustainable development globally. The success of its implementation depends heavily on a country's ability to translate international norms into concrete, integrated, and sustainable national policies.

4.1.2. Regulation of Education for Sustainable Development (ESD) from the Perspective of Constitutional Law in Indonesia

The regulation of Education for Sustainable Development (ESD) from a constitutional law perspective in Indonesia cannot be separated from the constitutional framework that establishes education as a fundamental right of citizens and an obligation of the state. The Constitution provides a normative basis by recognising that every citizen has the right to education and that the state has the obligation to organise a national education system capable of enhancing the nation's intellectual life. In this context, ESD can be understood as an integral part of this constitutional mandate, particularly in providing education that is oriented not only towards cognitive aspects but also towards fostering awareness of sustainability in social, national, and state life. Normatively, although the terminology of ESD has not been explicitly regulated in legislation, its substance and principles have been reflected in various sectoral regulations. In the field of education, regulations governing the national education system emphasise the importance of holistically developing students' potential, including the formation of character, values, and social responsibility.[12] This aligns with the objectives of ESD, which prioritise balance between social, economic, and environmental dimensions. On the other hand, regulations in the environmental sector have also stipulated the obligations of the state and society to maintain environmental sustainability, which implicitly require support from a sustainability-oriented education system.

From a constitutional law perspective, ESD regulations also align with the principles of good governance, particularly in the formulation of participatory, transparent, and accountable public policies. Integrating ESD into the national education system requires cross-sectoral coordination among relevant ministries and institutions, including the education, environmental, and development planning sectors. However, in practice, the sectoral approach remains a major challenge, with policies related to education and sustainability often formulated separately without a strong integration framework. Furthermore, within a decentralised framework, the division of authority between the central and regional governments also influences ESD implementation. Regional governments have a strategic role in managing education in their respective regions, including integrating sustainability values into curricula and learning practices.[13] However, differences in regional capacity, both in terms of human resources and infrastructure, have the potential to create disparities in ESD implementation. Therefore, a national policy is needed that provides clear yet flexible guidelines adaptable to local conditions.

From an institutional perspective, strengthening regulations that explicitly govern ESD is an urgent need. The absence of norms specifically governing ESD has led to its implementation remaining fragmented and dependent on individual institutions' initiatives. From a constitutional law perspective, this demonstrates the need for regulatory harmonisation, either through the creation of new regulations or through revisions to existing ones, to ensure that ESD principles are systematically integrated into the national legal system. Furthermore, monitoring and evaluation are also crucial in ESD regulation. The state is obligated to ensure that established policies are

implemented effectively and have a tangible impact. In this context, a monitoring and evaluation mechanism is needed to measure the extent to which sustainability principles have been integrated into the education system. This also relates to the government's accountability in fulfilling its constitutional obligation to provide quality and sustainable education.[14] Therefore, the regulation of ESD from a constitutional law perspective in Indonesia demonstrates that although sustainability principles have been substantially incorporated into various regulations, there remains a gap in explicit, integrated regulation from a normative perspective.[13] Therefore, efforts are needed to strengthen the legal framework to accommodate ESD through comprehensive regulatory harmonisation, enhanced institutional coordination, and increased implementation capacity at the central and regional levels. These efforts are crucial to ensuring that the national education system not only enhances the nation's intellectual development but also contributes to achieving sustainable development.

4.1.3. Harmonisation of ESD Policies and Regulations in Support of National Resilience

Harmonising Education for Sustainable Development (ESD) policies and regulations is a strategic step in strengthening national resilience, given that education plays a fundamental role in developing adaptive, resilient, and sustainability-oriented human resources. National resilience, in this context, is not only defined as a country's ability to face military threats but also encompasses resilience in the social, economic, environmental, and cultural spheres. Therefore, integrating ESD principles into national policies and regulations is crucial in creating an education system capable of addressing global challenges while strengthening the national foundation. Within the policy framework, ESD harmonisation requires synchronisation between various sectors, particularly education, the environment, and national development. To date, policies for these three sectors have tended to be formulated on a sector-by-sector basis, potentially leading to inconsistencies and overlapping regulations. This situation can hamper the effective implementation of ESD due to the lack of a unified coordination framework.[15] Therefore, an integrative approach is needed to harmonise cross-sectoral policies and ensure sustainability principles are consistently implemented in the national education system.

From a regulatory perspective, ESD harmonisation also involves aligning international legal norms with national laws. The global commitment to sustainable development, reflected in various international instruments, needs to be internalised into national legal systems through a systematic legislative process. However, the differing characteristics of general and flexible international norms, and of more concrete national regulations, often pose challenges for the harmonisation process. In this context, adaptive legislative capabilities are needed to translate international principles into operational and implementable legal norms. Furthermore, harmonisation of ESD policies and regulations also has direct implications for strengthening national resilience. Sustainability-based education can raise public awareness of strategic issues such as climate change, the energy crisis, and social inequality, thereby strengthening the nation's capacity to address various global challenges. Furthermore, ESD also plays a role in shaping the nation's character, oriented towards the values of responsibility, solidarity, and sustainability, which are essential to maintaining national stability.

However, these harmonisation efforts are not without various obstacles, both structural and substantive. Structurally, the complexity of Indonesia's legal and regulatory system, along with weak institutional coordination, is a major obstacle to achieving policy integration. Meanwhile, there are still limitations in understanding and implementing ESD concepts across various levels of government and educational institutions. This suggests that harmonisation requires not only regulatory reform but also strengthening institutional capacity and raising stakeholder awareness. On the other hand, there are opportunities to accelerate the harmonisation of ESD policies and regulations. The government's commitment to sustainable development, along with increased attention to environmental and educational issues, is an important asset in driving policy integration.[16] Furthermore, advances in technology and information technology also open up space for innovation in the education system, including the development of sustainability-based learning methods.

To achieve effective harmonisation, a comprehensive and integrated strategy is required. First, regulations need to be updated and strengthened to incorporate the ESD concept into the national education system explicitly. Second, coordination across sectors and levels of government is needed to ensure policy consistency. Third, strengthening human resources, particularly educators', capacity is a key factor in ESD implementation. Fourth, a systematic monitoring and

evaluation mechanism is needed to measure the effectiveness of implemented policies. Therefore, harmonisation of ESD policies and regulations is a crucial element in supporting national resilience. By integrating sustainability principles into the education system, the nation can develop human resources who are not only academically competent but also aware of and responsible for sustainability. Therefore, harmonisation of ESD policies and regulations should be viewed as a long-term investment in strengthening the nation's resilience in the face of increasingly complex global dynamics.

4.2. Dynamics of Challenges and Opportunities in ESD Implementation in Supporting National Resilience

4.2.1. Challenges of Implementing Education for Sustainable Development (ESD) in Indonesia

The implementation of Education for Sustainable Development (ESD) in Indonesia faces multidimensional challenges across structural, normative, and cultural dimensions. These challenges demonstrate that although conceptually ESD has been recognised as an important approach to supporting sustainable development, its implementation within the national education system remains suboptimal and requires comprehensive strengthening. One of the main challenges lies in the lack of systematic integration of regulations and policies. ESD-related regulations are scattered across various sectoral policies, such as education, the environment, and development, without a regulatory framework that explicitly addresses ESD as a comprehensive approach. This situation tends to result in partial and inconsistent implementation across sectors and regions.[16] Furthermore, the absence of national standards specifically regulating ESD indicators and achievements complicates the evaluation and measurement of implementation success.

Tabel. 2 Challenges and Barriers in the Implementation of Education for Sustainable Development

Main Challenges in ESD Implementation	Description	Impacts on ESD Implementation	Possible Solutions
Weak Coordination Among Stakeholders	Lack of synergy between ministries, local governments, and educational institutions due to sectoral approaches and differing priorities.	Policies and programs become fragmented and less sustainable.	Strengthen inter-institutional collaboration and create integrated policy frameworks.
Limited Human Resource Capacity	Educators' understanding of ESD concepts is still limited.	Sustainability values are not effectively integrated into teaching and learning processes.	Provide continuous teacher training and professional development on ESD.
Curriculum Limitations	Curriculum does not fully integrate ESD in materials, methods, and evaluation systems.	Learning remains cognitively focused and fails to encourage sustainable behavioural change.	Revise curriculum to include holistic and interdisciplinary ESD approaches.
Cultural and Social Factors	Public awareness and commitment to sustainability issues vary across communities.	Community participation in ESD-based programs remains low.	Promote sustainability awareness campaigns and community-based education programs.
Regional Disparities in Decentralisation Context	Differences in fiscal capacity, infrastructure, and human resources among regions.	Unequal implementation of ESD across regions, especially in underdeveloped areas.	Develop equitable policies and provide targeted support for resource-limited regions.
Lack of Sustainability-Oriented Mindset	Sustainability values are not yet prioritized in daily life practices.	Difficulty in creating long-term behavioural and cultural change.	Encourage paradigm shifts through education, public engagement, and policy support.

From an institutional perspective, weak coordination among stakeholders is a significant obstacle. ESD implementation requires synergy between various ministries and agencies, local governments, and educational institutions. However, in practice, the still-dominant sectoral approach

leads to a lack of integration in policy planning and implementation. This is exacerbated by differences in priorities and capacities across institutions, hindering the creation of integrated, sustainable policies. Another challenge relates to human resource capacity, particularly among educators. Understanding of the ESD concept remains limited, resulting in the ineffective integration of sustainability values into the learning process. The educational curriculum also does not fully accommodate a comprehensive ESD approach, both in terms of materials, learning methods, and evaluation. As a result, ongoing learning tends to be cognitively oriented and unable to encourage sustainable behavioural change.

Furthermore, cultural and social factors also pose challenges to ESD implementation. Public awareness of sustainability issues remains diverse, resulting in uneven support for ESD implementation. In some cases, sustainability values have not even become a priority in daily life, resulting in low community participation in supporting ESD-based programs. This demonstrates that ESD implementation requires not only a policy approach but also a shift in paradigm and community culture. In the context of decentralisation, disparities between regions also pose a challenge that requires attention.[17] Differences in fiscal capacity, human resources, and educational infrastructure contribute to uneven ESD implementation across regions. Regions with limited resources tend to struggle to integrate ESD into their education systems, both in curriculum and in supporting facilities. Therefore, policies that bridge these gaps are needed to ensure inclusive and equitable implementation of ESD.

Furthermore, limitations in monitoring and evaluation mechanisms also hamper ESD implementation. Without a structured evaluation system, it is difficult to measure the extent to which ESD policies and programs have had a significant impact. This results in a lack of accountability in policy implementation and insufficient data to serve as a basis for future policy improvements. Therefore, the challenges of ESD implementation in Indonesia underscore the need for a more integrated and systematic approach that encompasses regulatory, institutional, and human resource capacity. Addressing these challenges requires a strong commitment from all stakeholders, as well as a policy strategy that accommodates the complexity of the issues. Without comprehensive measures, ESD implementation may fall short of its intended goals of supporting sustainable development and strengthening national resilience.[18]

4.2.2. Opportunities to Strengthen ESD Implementation within National and Global Policy Frameworks

Strengthening the implementation of Education for Sustainable Development (ESD) in Indonesia offers significant opportunities, both within the national policy framework and within the context of global commitments. Globally, increasing attention to sustainable development issues has led to the emergence of various international agendas that position education as a key instrument in achieving sustainability. Commitment to this global agenda provides legitimacy and strategic direction for countries, including Indonesia, to integrate ESD principles into national policies. Within the national policy framework, opportunities for strengthening ESD can be seen in the increasingly strong development orientation towards sustainability. The integration of sustainable development principles into national development planning creates space to strengthen ESD as part of a long-term human resource development strategy.[19] Education sector policies that have begun to emphasise character building, environmental literacy, and 21st-century competencies also demonstrate alignment with ESD principles. This presents an important opportunity to mainstream ESD into the national education system in a more systematic and structured manner.

Furthermore, support from international organisations such as UNESCO provides significant opportunities for the development of ESD in Indonesia. Through various programs, guidelines, and global action frameworks, UNESCO encourages countries to strengthen institutional capacity and develop sustainability-oriented education policies. This support is not only normative but also technical, including through training, curriculum development, and the exchange of best practices between countries. Technological developments and digitalisation also present strategic opportunities for strengthening ESD implementation. The use of information technology in the learning process enables the integration of sustainability materials in more innovative and interactive ways. Digital platforms can expand access to education, improve learning quality, and encourage collaboration across regions and countries.[20] Thus, technology can be a catalyst in accelerating the transformation of education systems toward a more sustainable approach.

From an institutional perspective, increased awareness and participation of various stakeholders also present a significant opportunity. The involvement of the government, educational

institutions, the private sector, and civil society in supporting ESD implementation demonstrates the potential for strong collaboration. Synergy between these actors can strengthen policy effectiveness through a multi-stakeholder approach, enabling the integration of resources, knowledge, and innovation in ESD development. Furthermore, decentralisation in Indonesia's governance system can also present an opportunity to develop ESD based on local wisdom. Local governments have the flexibility to adapt education policies to local conditions and needs, allowing for contextual integration of sustainability values. This approach not only increases the relevance of learning but also strengthens local identity within the framework of sustainable development.

Furthermore, growing global awareness of issues such as climate change, the energy crisis, and social inequality has contributed to the urgency of ESD implementation. This situation creates both pressure and opportunity for the government to accelerate the integration of ESD into national policies. In this context, ESD is not only seen as an educational necessity but also as a strategy to strengthen national resilience by increasing community capacity to face various global challenges. Therefore, the opportunity to strengthen ESD implementation in Indonesia is strongly influenced by the synergy between national policies and global commitments. Seizing this momentum requires targeted strategic steps, including strengthening regulations, increasing human resource capacity, and developing innovation in the education system. [21]

4.2.3. Implications of ESD Implementation on Strengthening National Resilience

The implementation of Education for Sustainable Development (ESD) has significant implications for strengthening national resilience, particularly by developing the quality of human resources capable of adapting to and sustaining global dynamics. National resilience is understood not only in terms of defence and security but also in terms of social, economic, environmental, and cultural resilience. One of the main implications of ESD implementation is increasing individuals' and communities' capacity to understand and respond to global challenges, such as climate change, resource crises, and social inequality. Through sustainability-oriented education, communities are encouraged to develop critical awareness of these issues and the ability to make responsible decisions.[22] This contributes to the formation of a resilient society, one that can adapt and survive in the face of various pressures and changes.

From a social perspective, ESD has implications for strengthening social cohesion and national values. Education that emphasises the principles of sustainability also teaches the importance of solidarity, social justice, and collective responsibility. These values are essential foundations for maintaining national integration, particularly in a pluralistic society like Indonesia. Thus, ESD serves not only as a means of knowledge transfer but also as a medium for developing an inclusive national character oriented toward the common good. Economically, ESD implementation encourages the development of human resources with competencies to support a sustainable economy.[23] This includes capabilities in innovation, efficient resource use, and the development of environmentally friendly technologies. With a workforce that understands sustainability principles, the country can increase economic competitiveness while reducing its environmental impact. Thus, ESD contributes to the creation of economic resilience that is not only strong but also sustainable.

ESD plays a crucial role in building awareness and responsibility for environmental preservation. Sustainability-based education encourages individuals to understand the interrelationship between human activities and environmental conditions, as well as the importance of maintaining ecosystem balance. This implication is highly relevant to national resilience, as environmental damage can pose a serious threat to the sustainability of community life and national stability. From a constitutional perspective, implementing ESD also entails strengthening the state's role in fulfilling its constitutional obligations, particularly by providing quality education oriented toward long-term interests.[24]

Furthermore, the implementation of ESD also strengthens Indonesia's position in the global arena. By adopting and implementing ESD principles, Indonesia demonstrates its commitment to the sustainable development agenda, thereby enhancing its international reputation and trust. However, these positive implications can only be realised if ESD implementation is carried out consistently and in an integrated manner. Without policy harmonisation and adequate institutional support, ESD's potential to strengthen national resilience will not be optimally achieved.[25] Therefore, a strong commitment from all stakeholders is needed to ensure that ESD becomes an integral part of the

national education system. Thus, the implementation of ESD has broad and strategic implications for strengthening national resilience. Through sustainability-oriented human resource development, ESD not only supports inclusive and sustainable development but also strengthens the nation's resilience in the face of increasingly complex global challenges.[26]

5. Conclusion

Harmonisation of Education for Sustainable Development (ESD) policies and regulations from the perspectives of international and constitutional law in Indonesia is not yet fully optimal, as there remains fragmentation, a sectoral approach, and the absence of explicit, integrated regulations governing ESD in the national legal system. ESD implementation in Indonesia faces various challenges, including limited institutional capacity, limited integration of cross-sector policies, and regional disparities. However, there are great opportunities through support for global commitments, national policies, technological developments, and stakeholder participation.

6. Recommendation

It is necessary to strengthen and harmonise regulations by developing policies that explicitly regulate ESD, as well as to increase cross-sector coordination between central and regional governments to create an integrated, consistent implementation system. It is necessary to increase the capacity of human resources, especially teaching staff, and to strengthen a sustainability-based curriculum supported by technological innovation and multi-stakeholder collaboration to optimise the implementation of ESD in support of national resilience.

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