

Research Article

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Habituation of Queuing Culture through SIDIA Program to Achieve 21st Century SDGs Goals

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Abstract: This research aims to examine the application of the SIDIA program in forming a queuing culture among elementary school students. Education at the elementary level is an important foundation in developing students' character, including discipline and patience. Observations at one school in Mataram showed that many students did not show good queuing behavior, such as crossing the line when entering class and being impatient when checking assignments. The SIDIA program is implemented both inside and outside the classroom to increase students' awareness of the importance of human culture. In the classroom, the methods used include presenting learning videos that teach character values such as patience and discipline. The results show a significant improvement in student behavior, such as discipline when submitting assignments and shaking hands with teachers outside the classroom. This program also succeeded in creating a more orderly queuing atmosphere, especially in the library, thanks to the use of partitions and attractive slogans. By implementing this program, it is hoped that the culture of queuing can become a habit that is ingrained in students' character, supporting broader and sustainable educational goals. Overall, this research emphasizes the importance of educational character in shaping good social behavior among students and provides recommendations for other schools to implement similar programs in order to achieve SDGs goals in the education sector.

Keywords: SIDIA program, queuing culture, character of patience and discipline.

Introduction

Elementary school education is very important because it can create quality humans who not only have intelligence but also have social and psychological skills (Saptatiningsih & Permana, 2019). Experts call this period the golden age of development (Directorate of Early Childhood Education Development, 2012). Information media can influence students' character education, character education is not easy to handle, normatively the formation or development of good character requires good environmental quality (Siahan, S., 2005). Character Education must follow the development of the Indonesian nation Industrial Revolution 4.0 because technology

cannot be prevented but can be utilized to develop character values for the nation's successors. There are several characters contained in moral education such as patience, honesty and discipline, one way to realize this is to implement a queuing culture through the SIDIA program (Students Discipline Queuing).

The habituation of queuing culture is one of the important aspects in forming orderly and efficient social behavior in everyday life. In Indonesia, queuing culture is often a challenge due to the lack of discipline in obeying queuing rules, which can cause chaos, discomfort, and disorder in various public places. Therefore, the cultivation of queuing culture through educational and social programs is greatly

needed to increase public awareness of the importance of orderly queuing.

SIDIA Queue Distribution Information System Program (Students Discipline Queuing) is an initiative designed to educate the public and especially elementary school children to be more aware and disciplined in following the queuing rules. SIDIA (Students Discipline Queuing), which is based on information technology, is expected to help the community organize queues more orderly and efficiently, reduce tensions that arise in the queuing process, and introduce more systematic ways of waiting for their turn. By involving technology and a social approach, SIDIA (Students Discipline Queuing) aims to foster better queuing habits in society.

The importance of the SIDIA program (Students Discipline Queuing) not only seen from the perspective of efficiency and order, but also as a contribution to the achievement of the 21st Century Sustainable Development Goals (SDGs). One of the relevant goals is "Quality Education" (SDG 4), which emphasizes inclusive, equitable and high-quality education for all individuals. A good queuing culture can help create a more orderly atmosphere in public spaces, which in turn supports the achievement of these goals. In addition, good queuing habits also contribute to more solid social development and create a society that is more aware of shared responsibility.

Through the SIDIA program (Students Discipline Queuing), it is hoped that the queuing culture can become part of the community's lifestyle that supports the achievement of SDGs 2030, by creating a more orderly, inclusive, and sustainable public space. Students at school are emphasized to form a "learning community" which involves the community as part of education, students as students and teachers as educators (Federick, 2020)

Queuing culture is a disciplinary method carried out by adults who treat children well and respect themselves, a social phenomenon that describes people's habits in queuing or waiting for their turn to get a service is a good thing to develop students' character (Chairilisyah, 2015). According to several relevant studies, there is a strategy to increase children's patience, namely by getting used to the culture of queuing. Research conducted by Lombu & Suprihatin (2020) studied how queuing habituation shapes children's patience, in line with the study Hidayati et al., (2019) stated that queuing habituation builds character that respects the rights of others. Parents find it difficult to teach children about patience, but patience is one of the most important skills a child can learn (Chairilisyah, 2015).

Based on the results of initial observations that have been carried out, there are several character problems found in schools related to the queuing culture that disrupt the harmony of the learning environment. First, when collecting assignments, students often compete to get grades from the teacher first. In addition, when praying in class, all students in grade IV want to lead the prayer, causing unnecessary competition in terms of spiritual leadership. In fact, when it is time to go home from school, students also compete to shake hands with their teachers first, creating an unruly crowd. This kind of problem is also reflected in the library, where students often do not form a line when borrowing books, and in the end those who are most persistent are served, not those who are orderly or patient. Thus, it can be concluded that students in this school do not yet have a good queuing culture, which leads to discomfort and injustice in various aspects of school life.

Based on the explanation of the problems, the target that we want to achieve by implementing the SIDIA program (Students Discipline Queuing) is an increase in students'

patience and discipline through a culture of queuing inside and outside the classroom as a goal of the 21st century SDGs. A patient attitude because of waiting in line patiently without feeling rushed or angry, a disciplined attitude because of following the rules and regulations consistently, and an honest attitude because of not trying to cut in line or misuse the queuing system for personal gain.

Method

This research is a descriptive qualitative approach. The research was located at SDN 42 Ampenan. The research was conducted during October and November 2024. The subjects of the research were grade IV teachers of SDN 42 Ampenan. The object of this research is to improve the character of patience and discipline of grade IV students through the SIDIA program (Students Discipline Queuing) to cultivate queuing in activities inside and outside the classroom. The fourth grade students of SD Negeri 42 Ampenan number 26 students, consisting of 10 male students and 16 female students.

Data collection in this qualitative study was carried out using observation and documentation techniques. Observations were made to see the research situation (Hasan, 2022:12). Through observation, researchers obtained direct data on the behavior of patience and discipline of students in getting used to queuing in activities inside and outside the classroom. Documentation was carried out to strengthen the observation data related to the behavior of patience and discipline of students. Documents can be in the form of written sources, films, images (photos), and monumental works, all of which provide information for the research process (Hasan, 2022:14).

Data analysis in this study was carried out after obtaining data from the field. Data from the results of research during the field were processed

and analyzed descriptively qualitatively. Qualitative data analysis from the research results was used to describe the increase in the character of patience and discipline of students in getting used to queuing in activities in class and outside the classroom. The data analysis used refers to the concept of Miles and Huberman, namely data collection, data reduction, data presentation, and drawing conclusions (Melati, 2021, p.3066)

Result and Discussion

This study shows that the implementation of the SIDIA program (Students Discipline Queuing) has proven to be successful in achieving positive results in forming a culture of queuing for students by building the character of patience and discipline in students. The SIDIA Program (Students Discipline Queuing) in the classroom has succeeded in increasing the patience of students waiting in line to lead prayers, disciplining students in queuing when collecting or checking assignments to the teacher, and also disciplining students in queuing to shake hands with the teacher when they are going home. The SIDIA Program (Students Discipline Queuing) outside the classroom has succeeded in disciplining students in queuing to shake hands with the teacher when entering the classroom, and also disciplining students in queuing when they want to borrow or return books in the library.

Positive results from the implementation of the SIDIA program (Students Discipline Queuing) contribute to achieving the 2030 SDGs agenda. The 2030 SDGs have an agenda consisting of 4 pillars and 17 programs, namely (1) Zero Hunger, (2) Good Health and Well Being, (3) No Poverty, (4) Quality Education, (5) Gender Equality, (6) Clean Water and Sanitation, (7) Affordable and Clean Energy, (8) Decent Work and Economic Growth, (9) Industry, Innovation, and Infrastructure, (10) Reducing Inequalities, (11) Sustainable Cities and Communities, (12) Responsible Consumption and Production, (13)

Climate Action, (14) Life Below Water, (15) Life on Land, (16) Peace, Justice and Strong Institutions, and (17) Partnerships for The Goals.

The SIDIA program is related to the fourth SDGs program on quality education, especially in building character. This is in accordance with Ambarita's statement (2020:17) that, "Through the SDGs concept, it is hoped that it can build the character of a young generation that is strong, competitive, has high morals, is tolerant, cooperative, patriotic, dynamic, cultured, and oriented towards science and technology based on Pancasila and inspired by faith and piety towards God Almighty."

Elementary school education is the first level of formal education that will determine the direction of the development of students' potential. Therefore, in elementary schools it is necessary to develop students' disciplined character optimally so that it is hoped that at the next level students will already have a strong provision of disciplined behavior. The author found a slightly different situation when observing a school in the city of Mataram. We found several patterns of student behavior that did not reflect good character, especially in terms of queuing where when lining up before entering the classroom many of the students jumped in line to enter the classroom first. Then when students were about to check their assignments, some students seemed impatient for their assignments to be checked first and forced their other friends to give in. This kind of thing was also seen in the library where some students did not want to queue to borrow books so they jumped in line to be served first.

Based on the above problems, the importance of character education, especially in this case the culture of queuing in elementary schools, the author in this research activity asked permission from the school to provide treatment in the form of queuing habituation activities through the implementation of the SIDIA program (Students Discipline Queuing). With the

implementation of the SIDIA program (Students Discipline Queuing) it is hoped that the culture of queuing for students can grow and become a habit and even become the character of students. The habituation of queuing through the SIDIA program (Students Discipline Queuing) that the author applies are: the habit of queuing before entering the classroom, the habit of queuing to check assignments, the habit after school, and the habit of queuing to borrow books from the library.

The habituation method is a method used by educators to students in the teaching and learning process, by carrying out certain actions or skills continuously and consistently for a long enough time, so that the actions or skills are truly practical in fostering and forming student character. The result of the habituation carried out by educators is the creation of a habit for students. A habit is a certain behavior that is automatic without being planned in advance, and just happens without thinking about it again. Meanwhile, according to Ahsanulhaq (2019) the core of habituation is repetition which is very effective to use because it can train good habits in children, if the teacher greets each time he enters the class, it can be interpreted as an effort to habituate, if students enter the class without greeting the teacher reminds them to say hello when entering the room, this is a way to accustom children from an early age.

Habituation of queuing culture through the application of the SIDIA learning model (Students Discipline Queuing) in this study was conducted in the classroom and outside the classroom. Implementation of the SIDIA program (Students Discipline Queuing) in habituating the culture of queuing in elementary school students, researchers can describe it as follows:

Queuing Habituation in the Classroom

1. Showing character education learning videos about queuing culture

A crucial aspect of today's social culture is about the queuing culture. The low

quality of students' queuing culture requires teachers to consider the right steps to overcome it. The SIDIA Program (Students Discipline Queuing) that we offer begins with utilizing technology such as showing character education learning videos about queuing culture. The purpose of this video is to provide students with an understanding of the importance of queuing culture in everyday life, by emphasizing character education, this video teaches students about values such as patience, honesty, and discipline. In character education, Lickona (1992) emphasizes the importance of three components of good character, namely moral knowing or knowledge about morals, moral feeling or feelings about morals and moral action or moral actions. This is necessary so that students are able to understand, feel and do the values of virtue at the same time.



Figure 1. Character Education Learning Video About Queuing Culture

Through inspiring narratives and real examples, students are invited to understand why the culture of queuing is an important part of life. Of the 17 SDGs, one of them is quality education which aims to provide inclusive, equitable, and high-quality education for all individuals. This is related to the formation of a culture of queuing in the school environment to improve quality education. Students will be invited to understand that queuing is not just about waiting for their turn but also about building

social trust, controlling themselves, and respecting others. In the video, the teacher can also explain that good queuing behavior can create a more peaceful and civilized environment. This video will also show the negative impacts of disorderly behavior in queuing, such as interpersonal conflict and social tension. It includes advice on how to set a good example for students and how to deal with difficulties when queuing.

Students are expected to become agents of change by internalizing the cultural values of queuing according to the moral approach according to Lickona (1992), the second is moral feeling. There are 6 things that are aspects of emotion that must be felt by someone to become a person of character, namely: 1) conscience, 2) self-esteem, 3) empathy, 4) loving the good, 5) self-control and 6) humility. So that students are expected to be able to create a peaceful environment to learn to respect the space and time of others in the queue, which will produce a patient and more disciplined person.

2. Making class agreements in queuing

After watching the character education learning video above, the next stage of implementing SIDIA (Students Discipline Queuing) is students together with teachers looking for solutions to overcome problems found in the classroom related to queuing culture. There are several problems found related to queuing culture in the classroom such as when collecting assignments, students often rush to get grades from the teacher, then when they are about to pray, all students scramble to lead the prayer, and when going home from school, many students scramble to shake hands with the teacher first. Therefore, it is necessary to have a class agreement made regarding queuing so that students obey and carry it out, which will ultimately create a queuing culture in the classroom. This is in

accordance with the opinion of Hidayah (in Chairilsyah, 2015) who stated that one of the elements in queuing culture is the element of agreement. The following is a class agreement made regarding queuing culture:



Figure 2. Class Agreement Poster in Queuing

Through the class agreement, then the students are accompanied by the teacher to do things according to the class agreement that has been made. This aims to overcome the problems above related to the culture of queuing in the classroom. This is guided by Lickona's Moral Action (1992) namely that this moral act/action is the result (outcome) of two other character components. To understand what drives someone to do good deeds (act morally) then three other aspects of character must be seen, namely: 1) competence, 2) desire (will) and 3) habit (habit). Through the formation of a class agreement in queuing, it can realize 3 aspects of good deeds according to Lickona so that it can realize a patient and disciplined character. Here is an example of the application of the class agreement as a solution to the problem of queuing habituation in the classroom as below:

- a) Students take turns leading prayers according to the order of attendance.

Related to the problem that occurs that all students want to lead prayers when

in class, the class agreement made to overcome this is to create a schedule for turns to lead prayers according to the attendance list sequence number. This is done with the aim that all students get their turn to lead prayers. The results of observations of this agreement show that the classroom atmosphere is more conducive. Students no longer fight to lead prayers because students have to queue by obeying and waiting for their turn to lead prayers. Thus, their patience and discipline can also be trained through this.

- b) Students form a line when they want to shake hands with the teacher when entering the classroom and when they go home from school.

Related to the problem that occurs when going home from school, students often scramble to shake hands with the teacher first, so the class agreement made to overcome this is to ask students to form a line when they are about to go home from school. The line of students chosen to go home first are the students who are in the neatest row of benches. This is done with the aim that students who are already orderly and neat will get the opportunity to shake hands with the teacher first. In addition to going home from school, teachers can also apply this line rule before entering the classroom so that students can be more orderly.

In addition, in order to realize the ideals of quality education, it is also necessary to develop how to coach teachers in elementary education units so that they understand how to implement policies into teaching classes (Amedi, 2018). Through the implementation of this agreement, the implementation of a queuing culture can be seen because students must queue by obeying and

waiting for their turn to be able to shake hands with their teachers. Thus, their patience and discipline can be trained through this.

- c) Students form a line when they want to submit assignments to the teacher to get a grade

Based on the problems that occur when collecting assignments, students often scramble to get grades from the teacher first, so the class agreement made to overcome this is for students to line up when they are about to collect the assignments. This is done with the aim that students who have completed their assignments first get an earlier assessment. Through the implementation of this agreement, it can be seen that there is an element of queuing culture because students must queue by obeying and waiting for their turn to get grades from their work. This will form an attitude of patience and discipline that can be trained through this.

Habituation of Queuing Outside the Classroom

The school that the author is visiting has a library room, in which there are quite a few books. many books ranging from textbooks, enrichment books, story books, dictionaries, encyclopedias and others. From the results of the author's observations, most students are more interested in library shelves containing story books. According to existing rules, students are allowed to borrow a maximum of 1 one book.

The problem that has not been resolved is that there is often a commotion when several students approach the officer's desk to borrow books. Students compete with each other to be served first, even ignoring other students who have already stood near the librarian's desk first. This incident attracts the attention of the librarian who then gives a warning to the student.

Based on the opinion of (Annur, 2018) SDGs are more inclusive involving various parties and communities because this program applies universally so that all countries have a moral obligation to achieve the goals and targets of these SDGs. SDGs have a balanced role for all developed, developing, and less developed countries.

Based on the research results (Muslim, 2021) of the SDGs implementation strategy to improve the quality of education in Indonesia has been seen in several regions, to achieve the SDGs strategy in improving the quality of education in point 4, several targets have been prepared such as: (1) ensuring access to care for children who have not entered elementary school age, basic education and secondary education, and vocational education including universities that are affordable and of high quality; (2) gender equality and eliminating gender dissimilarity; (3) establishing and improving facilities for safe education and for children; (4) improving the quality of teachers; (5) improving the quality and accessibility of education; (6) improving the quality of teachers and various facilities that support the education and learning process; (7) improving special services for education; (8) prioritizing and strengthening character education. Based on this, for education policies in Indonesia in order to achieve the goals of the SDGs to improve the quality of education that has only occurred in several provinces, governments in several other provinces should follow suit so that education in Indonesia can be evenly distributed in terms of quality. Other provinces can implement by following the policies of the SDGs strategy in other countries. Given that the quality of education in Indonesia is not yet evenly distributed and there are still many problems that occur.

Education is one of the important factors in achieving the sustainable development goals (SDGs) set by the UN in 2015 (Arianty & Winaryati, 2023). In the world of education,

learning is not only in the classroom but also outside the classroom, for example teaching character, especially Queuing culture in libraries is also part of the implementation of the SIDIA program (Students Discipline Queuing) to build a queuing culture. At first, the school did not make partitions that made students always disorderly and created conditions that were not conducive. We saw a great opportunity where in the school warehouse there was a large unused long table, so we utilized it to be used as a partition. This partition is intended to regulate student traffic and ensure that each student has enough space when queuing.

In addition, we created posters containing catchy slogans and positive messages that can also help students learn and remind students about the importance of queuing in an orderly manner. From the observation results, it can be seen that the queuing culture in the library has become more organized and comfortable for all visitors thanks to effective partitions and catchy slogans. So that the character of patience and discipline will be formed in students. This queuing culture is one form of program. The SDGs mandate countries to improve education participation and quality so that people have equal, fair and non-discriminatory access to education, and are able to become supporters of global sustainable development. (Ahmadi, 2018). Below is the partition documentation and slogan.



Figure 3. Poster containing the slogan "Queue" and photos of students queuing separated by partitions

Changes in Students' Social Behavior Through Queuing Culture

The results of the study show that the queuing culture contributes significantly to changes in the social behavior of students at SD Negeri 42 Ampenan, especially character, patience and discipline. Direct observation revealed that students who routinely engage in queuing activities show an increase in more positive social interactions, such as being more patient and disciplined in forming lines while queuing. Interviews with teachers and school staff support this finding, stating that students who are used to queuing are better able to condition themselves with more discipline and demonstrate empathy and patience in social situations. Focus group discussions also indicated that students recognize the importance of cooperation and mutual respect in forming harmonious social relationships.

In addition, data from interviews and focus group discussions showed that queuing culture helped students develop better social skills. Students reported that the queuing experience taught them to be more respectful of others' views and needs, which in turn improved their ability to interact effectively. Teachers noted that students who were more socially

skilled tended to be more inclusive and tolerant in teaching and learning activities.

Thus, the queuing culture not only forms good queuing behavior, but also contributes to achieving the 21st century SDGs goals, namely building quality education with prioritizing and strengthening character education. Patience and discipline in queuing are essential in students' social and academic lives.

Closing

Conclusion

Implementation of the SIDIA program (Students Discipline Queuing) at SDN 42 Ampanan has proven effective in forming a queuing culture among students. This program has succeeded in improving the character of patience and discipline of students both inside and outside the classroom. Implementation of SIDIA (Students Discipline Queuing) includes activities such as queuing before entering class, when collecting assignments, after school, and in the library. The results of the study showed that this program succeeded in creating a more orderly and harmonious learning atmosphere, while encouraging the achievement of sustainable development goals (SDGs), especially in supporting quality education.

The culture of queuing has a positive impact on shaping students' character, such as increasing self-control, empathy, and respect for the rights of others. In addition, this habit also contributes to improving the quality of students' social interactions, creating a conducive learning environment, and instilling moral values such as patience and discipline.

Thus, the culture of queuing through the SIDIA program (Students Discipline Queuing) not only helps students in forming patient and more disciplined behavior, but also becomes an effort to support the global agenda in creating inclusive education that is oriented towards character building.

Recommendation

1. Incorporate moral education about queuing culture into the curriculum
2. Incorporate lessons on the importance of queuing culture and values such as patience and discipline into the school curriculum. Pancasila Education and Social Studies lessons can be used to teach this material in a structured way.
3. Conducting Socialization and Education to Students
4. Conduct comprehensive socialization and education, informing students about the importance of queuing culture and how it can help create a fair and harmonious learning environment.
5. Creating Clear Class Agreements
6. Teachers can talk to students about the rules in various situations, such as leading prayers, collecting assignments, and greeting teachers. Every student must understand and follow this agreement.

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