

Cross-Cultural Collaboration in Quality Education for Sustainable Development: A Case of Indonesia and Thailand

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Abstract

This paper presents an initiative that fosters cross-cultural collaboration between Indonesia and Thailand to promote quality education aligned with the Sustainable Development Goals (SDGs), particularly Goal 4. The program, implemented over four cycles, engaged 263 participants from 115 universities during its recent editions. It was carried out in cooperation with the Indonesian Embassy in Kuala Lumpur, PPI UPSI Malaysia, and several universities from both countries. The initiative emphasizes the practical application of science, technology, and innovation to address real-life challenges within international communities. A key aspect of this program involved on-site activities at Lukmanulhakeem School in Yala, Thailand, where students and faculty from Universitas PGRI Palembang and collaborating institutions worked directly with local communities. The outcomes highlight the value of such programs: students and lecturers enhance their leadership, communication, and teamwork skills; universities gain international exposure and institutional benefits; and local communities receive support through educational empowerment and problem-solving initiatives, especially for Indonesian migrant workers (PMI). This collaborative effort not only supports global education goals but also builds a foundation for ongoing international engagement that benefits higher education institutions, policymakers, and underserved communities alike. The program stands as a replicable model for sustainable, inclusive educational partnerships across borders.

Keywords: International Community Engagement; Higher Education Tridharma; Community Empowerment; Cross-Cultural Academic Collaboration; Sustainable Development Goals (SDGs).

Received: 15 February 2025

Revised: 29 April 2025

Accepted: 23 May 2025

Introduction

Community Service (*Pengabdian kepada Masyarakat* or PkM) represents the third pillar of the *Tri Dharma Perguruan Tinggi* (Three Pillars of Higher Education), playing a strategic role in bridging the academic world with the direct needs of society (Amalia, 2024; Djawa et al., 2024; Fatari et al., 2022; Jumadewi et al., 2022; Shaleh et al., 2023). In the context of globalization and ASEAN integration, the implementation of PkM is no longer confined to the national scale but has evolved toward international cross-border collaboration (Cahyani et al., 2024; Fathiah et al., 2023; Sutanta et al., 2021). This is evident in the initiative of the SHARING NGO, which facilitates International PkM activities, including collaborative efforts between Indonesian academics and communities in Thailand. This initiative aligns with the mandate of Law No. 12 of 2012 on Higher Education, which promotes cross-border collaboration for the advancement of science, technology, and the enhancement of global community welfare (Qorib, 2024).

This International PkM initiative is not only grounded in a strong legal foundation but also serves as a concrete manifestation of academic social responsibility in addressing the challenges of sustainable development, community empowerment, and social justice (Ardiansyah et al., 2023). The program reflects the commitment of higher education institutions to respond to issues such as access to education in remote areas, financial literacy improvement, food security, and the empowerment of Indonesian Migrant Workers (PMI). Through a hybrid approach (online and offline), this activity enables broad participation, effective knowledge transfer, and interdisciplinary as well as inter-institutional

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collaboration (Sihotang et al., 2019). The involvement of hundreds of lecturers and students from various universities further strengthens the spirit of inclusive academic synergy that is adaptive to global dynamics (Hermawan et al., 2015).

In order to realize the ideals of the Higher Education Law that encourages collaboration in the Tridarma of Higher Education activities, LSM SHARING as a non-governmental organization that facilitates the academic community in Indonesia to collaborate in holding International Community Service (PKM) activities. This International PKM is the third and fourth PKM, after the first time was held in July 2023, and the second time was held from September to December 2023. PKM International I with the destination country of Malaysia involved 230 participants from 31 universities in Indonesia facilitated by a temporary association, named Community Service Community Collaboration (KOMPAK).

Then at PKM International II (Malaysia) involving 263 participants from 115 universities in Indonesia facilitated by the LSM SHARING in collaboration with the Embassy of the Republic of Indonesia (KBRI) Kuala Lumpur Malaysia, PPI UPSI Malaysia and 115 universities in Indonesia/Malaysia. LSM SHARING which already has a legal umbrella with a Notary Deed number: 38./2007/Notary: GOMSALATI, Bachelor of Law, takes the initiative to facilitate the academic community in Indonesia in accordance with the vision and mission of LSM SHARING in the field of education, which is to contribute to advancing education and facilitating opportunities to have a good education for all Indonesian people and the world. LSM SHARING volunteers to facilitate academics from various universities in Indonesia in making a positive contribution to the international community, especially in answering the unrest and issues that occur in society, in order to create a resilient, advanced, and development-oriented society, as well as to realize a civilized society with advanced civilization (Rahmayani et al., 2024). International PKM activities like this are planned to be carried out regularly every semester in various destination countries.

The implementation of community service, known in Indonesia as *Pengabdian kepada Masyarakat* (PKM), is firmly rooted in national legislation as a core obligation of higher education institutions. Several legal instruments underpin this activity, including Law No. 20 of 2003 concerning the National Education System, Government Regulation No. 37 of 2009 on Lecturers, and Law No. 12 of 2012 on Higher Education. Furthermore, PKM activities align with the Minister of Education and Culture Regulation No. 3 of 2020 on National Standards for Higher Education, and the Minister of Religious Affairs Regulation No. 55 of 2014 concerning Research and Community Service in Religious Higher Education Institutions. These policies collectively reinforce the role of community service as an essential element of the Tri Dharma Perguruan Tinggi alongside education and research. PKM is carried out collaboratively, engaging not only lecturers but also students, administrative staff, and alumni in fostering positive change within society.

Specifically, PKM activities aim to apply scientific knowledge, technology, arts, and culture to society by utilizing research outcomes that can be practically implemented. Other objectives include enhancing entrepreneurial capacity in communities, supporting government, private sector, and MSMEs (Micro, Small, and Medium Enterprises), and promoting awareness and education on inclusive sustainable development. Furthermore, PKM is directed toward providing assistance to disaster-affected communities and encouraging the enhancement of community capacity, self-reliance, and sustainable welfare. Therefore, PKM serves not only as a form of social responsibility of academics but also as a strategic bridge in addressing various real-world challenges faced by society.

The benefits of PKM activities are experienced by multiple stakeholders. For students and lecturers, these activities serve as a platform to develop leadership, problem-solving, communication, and collaboration skills, expand professional networks, and fulfill academic responsibilities. For higher education institutions, PKM strengthens community partnerships, reinforces the practical application of academic theories, and contributes to the improvement of study program and institutional accreditation and visibility. Meanwhile, for the government and the public, these activities represent a tangible contribution of active academic participation in national development particularly in remote areas where knowledge and resources from higher education are urgently needed.

Method

Quality education reflects the capacity of an educational institution to effectively harness its resources in order to optimize learning outcomes. It encompasses both the managerial and instructional dimensions of the basic education system, aiming to enhance input factors and generate meaningful added value throughout the learning process. A high-

quality education system is characterized by its ability to plan, implement, and evaluate educational activities in a way that consistently produces competent, well-prepared graduates who meet societal and developmental needs (Aulia et al., 2023).

In general, quality education possesses several key characteristics that serve as indicators of its success. Quality education is student-centered, where both the learning process and content are designed to accommodate the needs, interests, and potential of each individual learner (Harpriyanti et al., 2024). Furthermore, education must be relevant to current developments and labor market demands, effective in achieving optimal learning outcomes, efficient in resource utilization, equitable in providing equal opportunities for all learners, and sustainable as a lifelong learning process.

The quality of education can be assessed through several nationally established standards. The Content Standard outlines the scope of materials and competencies that students are required to master. The Process Standard emphasizes the implementation of effective learning to achieve graduate competencies. Meanwhile, the Standards for Educators and Education Personnel define the necessary competencies of teachers and educational staff, including pedagogical, personal, professional, and social aspects. Additionally, the Facilities and Infrastructure Standard sets the minimum criteria for supporting facilities to ensure the proper delivery of education (Fitriani et al., 2022).

Moreover, quality education is inseparable from various interrelated dimensions. The input dimension includes the availability of competent human resources (teachers and educational staff), adequate facilities and infrastructure, an adaptive curriculum, and sufficient funding. The process dimension covers the implementation of interactive and collaborative teaching and learning between teachers and students. The output dimension focuses on learning outcomes such as academic achievement, skills, attitudes, and values. The outcome dimension refers to the long-term impact of education, such as the tangible contributions of graduates to societal development (Ayu Erna & Manik Astajaya, 2021).

The concept of quality education has broad implications for all stakeholders in the educational ecosystem. The government is responsible for formulating policies that support the realization of quality education at the national level. Schools are expected to improve their management quality, develop relevant curricula, and provide adequate infrastructure. Teachers are encouraged to continually enhance their pedagogical competence and professionalism. Parents are expected to take an active role in supporting their children's education, while society as a whole must contribute to creating a learning-conducive social environment (Baharuddin et al., 2023).

Sustainable development is a development process that aims to meet the needs of the present generation without compromising the ability of future generations to meet their own needs (Asyari, 2019). This concept emphasizes a balance among three main pillars: economic, social, and environmental. The economic pillar focuses on inclusive and sustainable economic growth as well as job creation. The social pillar prioritizes the improvement of people's quality of life, poverty reduction, and social equity. Meanwhile, the environmental pillar encompasses the conservation of natural resources, sustainable environmental management, and efforts to mitigate climate change.

In this context, education plays a strategic role in supporting and realizing the goals of sustainable development. Education functions to foster awareness and attitudes among students regarding the importance of protecting the environment, respecting diversity, and acting justly. Furthermore, education contributes to the development of essential skills such as critical thinking, problem-solving, and collaboration, which are crucial in addressing the challenges of sustainable development. It also encourages the emergence of innovation through students' creative thinking in formulating solutions to environmental and social issues. Moreover, education prepares the younger generation to become responsible citizens who are globally competitive.

The implementation of education for sustainable development can be carried out through various approaches and strategies integrated into both formal and non-formal education systems (Fitriandari & Winata, 2021). For instance, environmentally oriented curricula can incorporate ecological issues into subjects such as science, geography, and social studies. Environmental education programs can also be conducted through extracurricular activities such as tree planting, recycling, and energy conservation. In addition, project-based learning provides students with opportunities to engage in real-world initiatives that contribute to sustainable development, such as establishing school composting systems or organizing plastic waste reduction campaigns. Partnerships between schools and local communities are also essential to strengthen community involvement in addressing environmental and social challenges.

Overall, education for sustainable development aims to cultivate global citizens who are aware of global issues and capable of actively contributing to their resolution (Susilawati et al., 2019). Education is also expected to develop learners' capacity to take concrete actions in overcoming environmental and social challenges. Thus, education plays a vital role in building a sustainable society one that is just, inclusive, environmentally friendly, and committed to the well-being of future generations.

Equitable welfare refers to a condition in which all members of society have equal opportunities to attain a decent quality of life, regardless of their social, economic, or geographical background (Hulaifah, 2022). This concept emphasizes equal access to basic needs such as nutritious food, decent employment with fair wages, accessible and high-quality education, affordable healthcare services, safe and adequate housing, and a clean and healthy living environment (Ammar, 2023). Equitable welfare serves as a fundamental foundation for creating an inclusive society, as it contributes to social justice, prevents inequalities that may lead to conflict, and supports economic growth as well as sustainable development (Ari Yosta et al., 2023). Achieving equitable welfare requires a range of strategic efforts, including pro-people public policies, community empowerment, equitable infrastructure development, improvements in the quality of education and training, and partnerships among government, the private sector, and civil society (Syawie, 2014).

Various programs have been implemented as concrete measures to promote equitable welfare, such as the *Program Keluarga Harapan* (PKH), which provides direct cash assistance to low-income families; the *Kartu Indonesia Pintar* (KIP), which supports the education of children from disadvantaged backgrounds; and the *Jaminan Kesehatan Nasional* (JKN), which guarantees access to healthcare services for all citizens. Additionally, the Home Renovation Program supports low-income households, while the development of Micro, Small, and Medium Enterprises (MSMEs) serves as a vehicle for job creation and economic independence (Anzhari et al., 2023). Nonetheless, achieving equitable welfare is not without its challenges. Income inequality, uneven economic growth across regions, corruption that hinders the distribution of aid, and the threat of climate change that affects food security and natural resources are significant obstacles that must be addressed (Salasa, 2021). Therefore, a strong commitment from all stakeholders is essential to realize an inclusive, fair, and sustainable welfare system for all segments of society.

Results and Discussion

To realize the objectives of the program, the Community Service (PkM) activities initiated by permanent lecturers and students of the Accounting Education Study Program, Faculty of Teacher Training and Education (FKIP), Universitas PGRI Palembang, were implemented through a structured, participatory strategy. These activities were delivered via online workshops and training sessions complemented by interactive discussions and virtual Q&A forums. This method was intended to foster active engagement, deepen participants' comprehension, and support the effective transmission of knowledge and practical skills in a digital setting. The fourth iteration of the International Community Service (PkM Internasional IV) adopted a hybrid model combining both in-person and online components. Offline activities were conducted at selected schools in Thailand, notably at Lukmanulhakeem School in Yala, from October 27 to 30, 2024. Prior to the on-site engagement, the team conducted a courtesy visit to the Indonesian Embassy in Thailand as part of the international collaboration framework. Following the diplomatic meeting, the team proceeded to the school location to carry out the community empowerment program. Concurrently, several lecturers from Universitas PGRI Palembang joined the activities virtually, maintaining continuous interaction and support throughout the hybrid event.



Figure 1. Plaque Submission

From several speakers representing several universities in Indonesia both offline and online, it was the turn of the third team of representatives from the University of PGRI Palembang. Beginning by Dr. Ir Tri Widayatsih MSi, he opened the material from the University of PGRI Palembang with the title Utilizing Technology for Education in Remote Areas in Thailand. The second speaker was delivered by Assoc. Prof. Misdalina, M. Pd, with an emphasis on Building Student Character in Thailand that is Resilient and Balanced. Including Rural Communities in Thai Economic Development, as a material raised by Dr. Nurkardina Novalia, SE, MSi. If David Budi Irawan, M. Pd, apparently focuses more on the Role of Parents and Teachers in Preventing Bullying in Thailand. Breaking the Gap Wall, Building Equal Education in Thailand, attracted the attention of Drs. Sukardi, M. Pd, to be delivered on this occasion.

The emphasis on efforts to improve food security in Thailand was the main point conveyed by Dian Mutiara, M.Si. Meanwhile, Ir. Yudi Irwansi, S.T., M.T explained about Brightening the Future of Villages with Electricity in Thailand. As the closing of the third team from PGRI Palembang University, Nuryanti Permatasari, S.E., M.M, Guiding Thai Teenagers to Achieve Financial Independence. Then the delivery of the material was continued by a team from other universities who also participated in this service activity. To support the implementation of online international community service activities, the third team from the University of PGRI Palembang, involves the participation of its students, namely: Muhammad Nabil Arifin, Fadhilah, Eem Prakas, Wulan Chahyani, Rahma Nur Azzahra, Sartika, Laila Fitriani and Haura Ghania.

The findings of this study are consistent with previous research highlighting the importance of collaboration between universities and communities in supporting the achievement of the Sustainable Development Goals (SDGs) through community service programs. Emphasizes that the success of such programs is strongly influenced by the university's ability to align academic interests with the real needs of the community. Key challenges include effective communication among stakeholders and the sustainability of the implemented programs. This study also supports the view that participatory approaches and the use of digital technology are essential strategies to enhance the relevance, efficiency, and sustainability of community service activities (Hakeu & Alim, 2024; Qorib, 2024).

Furthermore, active community involvement in policy formulation and the evaluation of public services has proven effective in increasing institutional accountability and strengthening the impact of programs toward achieving the SDGs (Hakeu & Alim, 2024). In the context of community capacity building, the study by Dacholfany et al. (2023), demonstrates that ongoing training and mentoring programs significantly contribute to improving the quality of community education. Their recommendations emphasize the importance of strengthening locally based initiatives and developing cross-sectoral partnerships to expand program reach and impact.

Meanwhile, the study by (Mardiana et al., 2024) highlights the strategic role of higher education institutions in facilitating the transfer of innovative knowledge and technology to local communities through programs such as OVOC and Thematic Community Service (KKN Tematik) at IPB University. This experience affirms that embedding the principles of the Sustainable Development Goals (SDGs) into the design of community engagement programs supported by technological innovation and active stakeholder collaboration is a crucial strategy for developing effective and sustainable models of community empowerment. Accordingly, the findings emphasize the importance of adopting collaborative and adaptive approaches in designing impactful community service initiatives that meaningfully contribute to long-term social development.

Conclusions

The implementation of the International Community Service Program (PkM Internasional) initiated by the SHARING NGO represents a concrete embodiment of the Tri Dharma of Higher Education, with a particular emphasis on community service. SHARING has successfully fostered collaboration among Indonesian academics to conduct international community engagement activities. The program has been held four times, with the latest two iterations involving hundreds of participants from diverse Indonesian universities. These initiatives were carried out in collaboration with the Embassy of the Republic of Indonesia (KBRI) in Kuala Lumpur, the Indonesian Student Association (PPI) at UPSI Malaysia, and various higher education institutions from both Indonesia and Malaysia.

Grounded in a solid legal framework referring to Law No. 20 of 2003 on the National Education System and Law No. 12 of 2012 on Higher Education the program aims to apply scientific knowledge and technology to real-world contexts, strengthen entrepreneurial capacity, promote sustainable development, and address social issues such as the empowerment of Indonesian Migrant Workers (PMI). The program utilizes a hybrid implementation model, combining both online and offline methods, and emphasizes participatory and application-based approaches. Online components include training and workshops on topics such as entrepreneurship, health, financial literacy, foreign language skills, and cross-cultural understanding. Interactive discussions are also central to the program, serving as a platform for identifying solutions to challenges faced by target communities. Offline activities were conducted at Lukmanulhakeem School in Yala, Thailand, and involved lecturers and students from Universitas PGRI Palembang and partnering institutions.

The program yields significant benefits across multiple levels. For students and lecturers, it enhances leadership, communication, and teamwork skills. For higher education institutions, it supports the expansion of academic networks, contributes to institutional accreditation, and enables the application of research outputs to real societal needs. For local communities and governmental stakeholders, it offers tangible improvements in quality of life particularly in underserved or remote areas. Overall, the SHARING International Community Service Program plays a vital role in expanding global academic collaboration, empowering communities, and promoting sustainable development.

To amplify its impact, future efforts should prioritize expanding international partnerships with foreign universities and institutions, developing targeted training modules (e.g., language acquisition, labor rights, and financial literacy for migrant workers), and increasing access to international funding opportunities through grants and public–private partnerships. Looking ahead, the program should continue to evolve into a sustainable model for international community service, with a strengthened institutional identity as a pioneer in the field. Further recommendations include enhancing the program's quality and reach, ensuring long-term implementation, and aligning more directly with the targets of the Sustainable Development Goals (SDGs).

Acknowledgements: We would like to express our gratitude to the Rector of PGRI Palembang University and all his staff who have facilitated us to be able to participate in this activity, we also express our gratitude to the NGO SHARING (*Indonesian Academic Community*) who has been the implementer of this activity and to Lukmanulhakeem School, Yala Thailand which is the place to implement this activity.

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