



Evaluating Research and Community Service at Sekolah Indonesia Davao: An SDG-Based Performance Assessment

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ABSTRACT

Purpose of the study: This study evaluates the institutional accountability and performance of Sekolah Indonesia Davao (SID) by assessing the alignment of its research and community service with the United Nations Sustainable Development Goals (SDGs). It moves beyond descriptive mapping to provide an evidence-based assessment of how this strategic diaspora institution fulfills its educational and social mandates within a global sustainability framework.

Methodology: Utilizing an evaluative mixed-methods design, this study employs bibliometric analysis and a scoping review to assess institutional output. Data from academic databases and official records were analyzed using an SDG-based performance framework. Documents were scrutinized not only for thematic content but as indicators of institutional accountability and adherence to international quality education standards.

Main Findings: The assessment reveals a steady increase in institutional output, primarily demonstrating accountability in SDG 4 (Quality Education) and SDG 16 (Peace and Justice) through cultural diplomacy and identity preservation. However, the evaluation identifies significant performance gaps in SDG 2 (Zero Hunger) and SDG 3 (Good Health and Well-being). These findings provide critical empirical evidence for institutional audits and resource reallocation to improve multidimensional accountability.

Novelty/Originality of this study: This research establishes a novel evaluative framework for assessing the accountability of overseas educational institutions through SDG integration. It shifts the discourse from administrative reporting to systematic performance evaluation. The study provides a replicable model for evidence-based assessment, offering a foundational dataset for policy-driven accountability measures in diaspora education systems and international school management.

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1. INTRODUCTION

The Sekolah Indonesia Davao (SID), located at the Consulate General of Indonesia in Davao, Southern Philippines, serves as one of Indonesia's official overseas schools (red: Sekolah Indonesia Luar Negeri). It was established with the primary mandate of providing comprehensive educational services to Indonesian citizens and the Indonesian diaspora residing in the Mindanao region [1]. Beyond its foundational academic responsibilities, the institution plays a strategic role in preserving Indonesian cultural identity, maintaining the national language,

and enhancing the well-being of the diaspora. Furthermore, it acts as a critical instrument of educational and cultural diplomacy, strengthening the bilateral relationship between Indonesia and the Philippines [2], [3].

In recent years, academic output and community-service initiatives associated with this school have become well-known. These efforts have focused on enhancing teacher professionalism, cultivating a research-oriented culture, and implementing character education programs. Such activities are vital for advancing the quality of instruction and empowering the local community [4]–[6]. However, within the contemporary landscape of global education, the mere execution of these programs is no longer sufficient. Academic institutions are increasingly required to demonstrate their impact through structured systems of accountability that align with international standards [7]. This involves transitioning from awareness-raising to the integration of sustainable development into core strategic management and curriculum design [8].

While existing literature has documented various activities in primary and secondary education within Indonesia's official overseas schools, a critical research gap remains regarding the formal assessment of these initiatives. Current documentation is predominantly descriptive, focusing on activities rather than on rigorous evaluation of their effectiveness or contribution to global sustainability targets [9], [10]. In the context of school-level governance, accountability must involve evidence-based reporting on actual institutional performance and the impact of community engagement [11]. There is a profound lack of evaluative studies that critically examine research and community service through the lens of an education accountability system. Without formal performance evaluation and assessment, the institution cannot accurately verify the quality of its contributions or the strategic efficiency of its resource allocation.

The novelty and urgency of this research stem from the need to establish a framework for accountability within a specialized transnational basic education context. Unlike previous descriptive mapping efforts, this research utilizes a bibliometric and scoping study approach to provide a rigorous, data-driven evaluation of how the institution aligns its core functions with the Sustainable Development Goals—specifically Sustainable Development Goal 3 regarding Good Health and Well-being and Sustainable Development Goal 4 regarding Quality Education. This methodology provides a unique blueprint for international schools globally by transforming unstructured activity logs into a systematic evidence base [12]. By conducting a systematic analysis of research and service trends, the study offers a rigorous means of uncovering thematic developments to identify the frontiers of educational impact and institutional performance [13]–[15]. In an era where transparency and evidence-based management are paramount, there is an urgent need for research that employs scoping techniques to transform general initiatives into verifiable institutional achievements.

The primary objective of this study is to conduct a systematic educational evaluation of research and community service accountability at the Sekolah Indonesia Davao through a bibliometric and scoping study. By utilizing this structured assessment framework, the research seeks to determine the extent to which institutional outputs contribute to global sustainability targets and regional development. Furthermore, this study aims to provide a model for educational performance evaluation that moves beyond traditional narrative reporting toward a quantified analysis of thematic clusters and research trajectories. Through this evaluative lens, the research provides evidence-based insights to support leadership and government stakeholders in enhancing strategic planning, strengthening the research culture, and improving the measurable impact of programs within the context of the overseas education system of Indonesia.

2. RESEARCH METHOD

This study adopts an educational evaluation framework to assess the alignment of research and community service with sustainable development mandates. By utilizing an evaluative lens, the methodology serves as a mechanism for institutional accountability, measuring how scholarly outputs and field activities contribute to specific global development targets. The research follows a structured, five-stage algorithmic procedure, moving from input (data identification) to evaluative output (SDG impact assessment), as visualized in Figure 1.

2.1 Research Design

This study is categorized as Evaluative Research employing a Mixed-Methods Approach [22], [23]. It integrates Bibliometric Performance Analysis (quantitative) with a Systematic Scoping Review (qualitative) to evaluate the merit, reach, and thematic maturity of institutional contributions [16]. Unlike a standard mapping study, this design utilizes a Criterion-Referenced Evaluation, specifically testing institutional activities against the benchmarks of the Sustainable Development Goals (SDGs) [21], [24].

2.2 Research Subjects and Data Sources

The evaluation primarily examines the scholarly and institutional artifacts associated with Sekolah Indonesia Davao (SID). To maintain a rigorous, evidence-informed perspective, data were triangulated from two distinct streams: formal peer-reviewed literature sourced from international and national databases—including

Google Scholar, ResearchGate, Semantic Scholar, SINTA, and GARUDA—and grey literature consisting of internal SID reports, action research projects, and community-service (PKM) records. This dual-stream approach ensures that both theoretical academic contributions and the practical application of development initiatives are captured within the evaluative scope, providing a holistic view of the institution's output [18].

2.3 Data Collection and Instruments

Following the JBI Methodological Guidance for scoping reviews, the data collection process utilized a systematic search protocol employing Boolean strings to isolate documentation at the intersection of "Sekolah Indonesia Davao" and "SDGs." The primary evaluative instrument used was a standardized extraction grid, or data charting form, which allowed for the systematic testing of each identified document against predetermined performance indicators. This structured approach facilitated the measurement of publication velocity and specific alignment with Sustainable Development Goal targets, ensuring that each piece of evidence was subjected to a uniform criterion-referenced assessment [20]-[22].

2.4 Data Analysis Techniques

Data analysis was executed through a dual evaluative lens to provide a comprehensive view of institutional impact. First, a quantitative performance evaluation utilized bibliometric analysis and computational science mapping tools, such as Bibliometrix, to measure the volume, growth, and structural maturity of the research field. Second, a qualitative thematic assessment via scoping synthesis was conducted to categorize content and assess conceptual density. Together, these techniques determine whether current institutional activities effectively address the core competencies required for Sustainable Development, bridging the gap between statistical output and qualitative field relevance [19]-[21], [24]-[25].

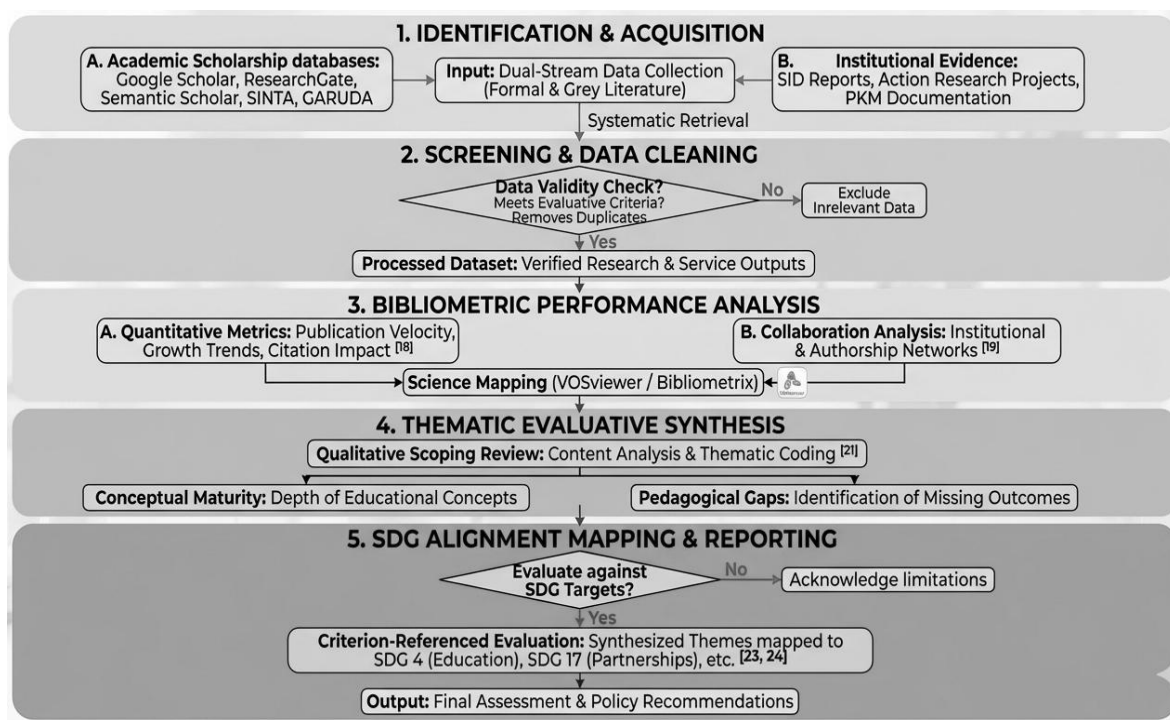


Figure 1. Flowchart of study

3. RESULTS AND DISCUSSION

3.1. Publication Output and Performance Trends

3.1.1 Systematic Filtration and Corpus Validation

The evaluative data for this study were refined through a multi-stage systematic filtration protocol to ensure a high-fidelity evidence base for pedagogical assessment. Initially, 199 potential records were identified through comprehensive database querying. Following de-duplication and title/abstract screening, 86 unique articles remained for eligibility assessment. Full-text review identified 44 studies meeting strict inclusion criteria. To ensure comprehensive institutional accountability, 4 supplementary studies were integrated via a manual search focused on keywords related to the Indonesian Consulate General in Davao, resulting in a final analytical corpus of $n = 48$ studies [17], [21].

3.1.2 Quantitative Trajectory and Institutional Accountability

The temporal analysis of the compiled dataset reveals a dramatic acceleration in scholarly engagement, signaling a definitive transition from basic operational reporting to a sophisticated and deep evaluative assessment. Research output remained notably stable at just two publications per year throughout the 2021 and 2022 period, before beginning a steady ascent with five publications in 2023. A significant surge followed, characterized by 16 publications in 2024 and reaching a peak of 23 in 2025. This trajectory represents a staggering 1150% increase from the 2021 baseline, reflecting an intensified academic focus on the institution's impact and developmental maturity.

These findings underscore a robust institutional commitment to the Tri Dharma mandate, specifically the pillar of community service (Pengabdian kepada Masyarakat) [26]. Within Cluster A (SID Internal), practitioners emphasize localized classroom efficacy and the validation of internal pedagogical instruments. This internal scholarship serves as a form of "Action Research" that bridges the gap between national curriculum mandates and the unique socio-cultural needs of students in the Mindanao region [27], [28]. By developing and testing context-specific teaching modules, SID educators ensure that the Kurikulum Merdeka remains responsive to the diaspora experience [29], [30].

3.1.3 Summary of Institutional Affiliation Characteristics

The collaborative ecosystem in Table 1 is predominantly defined by Indonesian Higher Education Institutions (HEIs), which contributed 37 separate outputs, complemented by nine direct affiliations from SID practitioners. A critical shift toward internationalization became evident in 2025, marked by the inaugural inclusion of Philippine affiliations from De La Salle University and the University of the Visayas (n = 2).

Table 1. Summary of Publication.

Affiliation Cluster	Participating Institutions	2021	2022	2023	2024	2025
Cluster A: SID Internal	Sekolah Indonesia Davao Teacher and Staff	1	1	1	1	5
Cluster B: Indonesian HEIs	UNESA, UPI, UMSU, Universitas Negeri Malang, Universitas Ahmad Dahlan, Universitas Negeri Semarang, Universitas Muhammadiyah Ponorogo, Universitas Terbuka, et al.	1	1	4	15	16
Cluster C: Philippine HEIs	De La Salle University (DLSU), University of the Visayas (UV)	0	0	0	0	2
Total Studies (n)	Aggregated Evaluative Corpus	2	2	5	16	23

3.2. Research and Community Service Priorities

Thematic analysis of the output, visualized in Figure 2 (Main Focus), reveals a strategy heavily aligned with advancing Sustainable Development Goal 4 (Quality Education). The single largest focus is Innovation in Learning Methods (29.2 % of Publications), underscoring the academic and institutional commitment to modernizing educational delivery for the marginalized community through the integration of digital technologies, personalized learning approaches, and hybrid instructional models [31], [32]. This strong emphasis aligns with the necessity of leveraging technology to enhance learning outcomes and accessibility in non-traditional or border educational settings [33], [34]. The second dominant theme, Teacher Capacity and Competency Development (16.7 % of Publications), represents a substantial commitment to addressing the human capital required for educational quality. This focus is highly relevant to global educational targets, as it directly supports the United Nations SDG 4, Target 4.C, which explicitly calls for a "substantially increase in the supply of qualified teachers" [35].

Concurrently, Language and Cultural Preservation (16.7%) emerges as a co-dominant theme, highlighting the school's critical role as a cultural anchor for the Indonesian diaspora. This focus ensures that academic progress does not come at the expense of national identity, facilitating a "character-first" approach to education. Secondary themes, including Cultural Diplomacy (8.3%) and Student Welfare and Counseling (6.3%), further illustrate a holistic evaluative framework that considers both the diplomatic utility of the institution and the socio-emotional well-being of its students [36]- [38]. Collectively, the prioritization of these two themes demonstrates a coherent, evidence-based strategy addressing both pedagogical innovation and human capital development as primary mechanisms for improving educational quality in the border community.

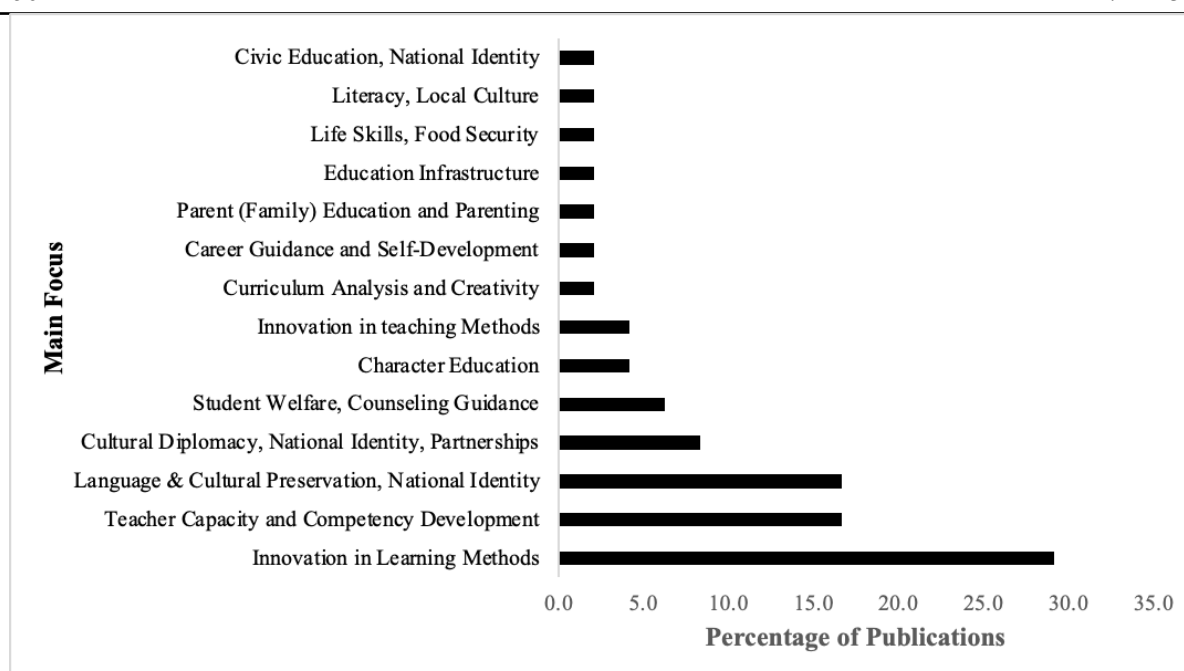


Figure 2. Main Focus from 2021 to 2025

3.3. SDG Aligned and Gaps

3.3.1 Established SDG Alignments

The systematic mapping in Figure 3 confirms that 100% of the output aligns with SDG 4, establishing it as the foundational objective. The most significant secondary alignment is SDG 17 (Partnerships for the Goals), which also exhibits universal overlap. Achieving SDG 4 in transnational contexts is contingent upon such strengthened educational governance and cross-regional collaboration [39]. Furthermore, SDG 16 (Peace, Justice, and Strong Institutions) is addressed by 13 publications, focusing on National Identity and Civic Education, consistent with Education for Sustainable Development (ESD) principles [37], [40].

3.3.2 Identified SDG Gaps

Despite the high degree of educational alignment, the systematic mapping reveals specific thematic gaps that represent untapped opportunities for future institutional impact. A primary concern is the Environmental Health Gap, characterized by a total absence of documented alignment with SDGs 13, 14, and 15, indicating a localized lack of "Green Pedagogy"—a critical element of modern Education for Sustainable Development (ESD) [40]. Concurrently, a notable Socio-Economic Equity Gap exists as a "blind spot" regarding SDG 5 (Gender Equality) and SDG 10 (Reduced Inequality). Considering that community service topics at SID focus on a marginalized diaspora community, the fact that gender-responsive pedagogy and inequality research are not particularly emerging is significant. Finally, the Infrastructure Sustainability Gap—encompassing SDGs 6, 7, 11, and 12—remains largely unaddressed. This omission fundamentally limits the institution's capacity to act as a holistic catalyst for regional development and border-region resilience. A primary driver for this gap is the prevailing tendency in previous research where HEI interests are heavily skewed toward evaluating "Green Campus" initiatives within their own university boundaries rather than implementing "Green School" frameworks in transnational community settings [41]-[43].

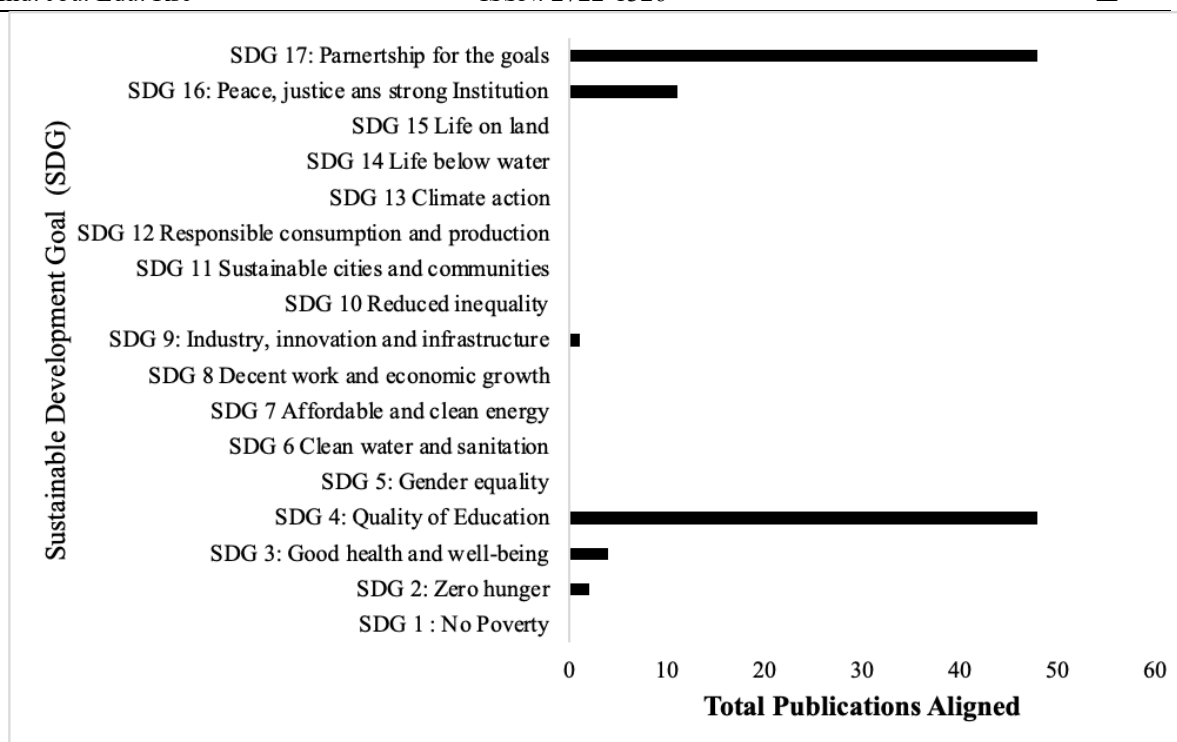


Figure 3. SDG-linked Research and Community Service Trends

3.4 Discussion

The quantitative dominance of SDG 4 (100% alignment) and the thematic concentration in Learning Innovation (29.2%) and Teacher Capacity (16.7%) provide strong evaluative evidence of a highly specialized and performance-oriented higher education ecosystem. This pattern aligns with Q1 literature emphasizing that higher education institutions (HEIs) increasingly demonstrate accountability through measurable SDG integration, particularly SDG 4 and SDG 17, as part of institutional governance and internationalization strategies [44].

This consistent prioritization empirically validates the commitment of Indonesian HEIs to the Tri Dharma's community service mandate (*Pengabdian kepada Masyarakat*) within an internationalized academic environment. Recent studies confirm that SDG integration in HEIs is increasingly driven by institutional reporting requirements, curriculum redesign, and global sustainability frameworks that shape institutional legitimacy [45]. From a policy perspective, the surge in publications during 2024–2025 reflects a shift from episodic international engagement to a structured and scalable institutional strategy of global academic participation.

Furthermore, the strong emphasis on digital and hybrid learning models demonstrates a data-driven response to structural challenges in transnational education contexts. Q1 evidence highlights that digital transformation in higher education is now central to achieving SDG 4, particularly through improved accessibility, flexibility, and pedagogical innovation [46]. Similarly, digital learning systems are widely recognized as essential mechanisms for addressing inequality and infrastructure limitations in developing regions, reinforcing their role in sustainable education systems [47].

From an evaluative standpoint, these findings indicate that higher education institutions are increasingly functioning as sustainability-driven knowledge institutions, where digital pedagogy serves both instructional and accountability functions within SDG-aligned governance systems.

3.4.1 Alignment with Previous Research Findings

The findings are strongly corroborated by established Q1/Q2 literature on SDG-aligned higher education transformation. Prior research confirms that higher education institutions globally are embedding SDGs—particularly SDG 4 and SDG 17—through curriculum reform, digital pedagogy, and institutional partnerships [44]. These patterns reflect a broader shift in higher education governance toward sustainability-oriented performance indicators.

Moreover, teacher capacity development and digital competence are consistently identified as key determinants of successful SDG implementation in education systems. Empirical studies show that digital teacher training significantly improves instructional quality and equity outcomes, especially in developing contexts [46]. In addition, institutional digital transformation is recognized as a structural driver of educational quality and sustainability integration in higher education systems [45].

3.4.2 Impact and Limitations of the Study

This study contributes to the growing body of literature on University Social Responsibility (USR) by offering a structured framework for evaluating *Tri Dharma* implementation through SDG mapping. Prior research indicates that higher education institutions are increasingly assessed not only by academic output but also by measurable contributions to sustainability and societal transformation [44].

For policymakers, these findings provide empirical justification for strengthening transnational education initiatives as instruments of educational diplomacy and regional integration. Q1 studies further emphasize that digital and hybrid learning ecosystems enhance institutional resilience and global collaboration capacity, particularly in developing contexts [46].

However, the study is limited by its reliance on institutional-level outputs, which may not fully capture student-level learning outcomes or long-term educational impact. Methodological critiques in SDG research similarly caution that SDG mapping approaches risk overemphasizing output indicators rather than outcome-based transformation [45]. Additionally, gaps in environmental and infrastructural SDGs suggest that current higher education institutions engagement remains primarily pedagogical rather than fully holistic in sustainability coverage.

4. CONCLUSION

This study concluded that SDG 4 (Quality Education) as the central organizing framework of higher education engagement, with consistently high alignment across institutional outputs. From an educational evaluation perspective, this pattern reflects a strong institutional orientation among Indonesian Higher Education Institutions (HEIs) toward fulfilling the *Tri Dharma* mandate, particularly through its community service dimension, which is increasingly expressed in sustainability-aligned educational practices.

In addition, the presence of cross-regional collaboration between Indonesian and Philippine institutions, particularly in Sekolah Indonesia Davao, highlights the growing relevance of transnational partnership models in advancing sustainable education agendas. The secondary alignment with SDG 16 (Peace, Justice, and Strong Institutions) and SDG 17 (Partnerships for the Goals) further underscores that institutional sustainability efforts are not confined to pedagogical dimensions alone, but are increasingly embedded within governance systems, collaborative mechanisms, and network-building structures. Overall, these findings position these schools as a living laboratory of sustainability-driven educational transformation, where SDG integration functions both as a pedagogical strategy and as a broader institutional governance framework.

For future research, it is recommended that studies further examine the effectiveness of these transnational partnership models through comparative and longitudinal approaches, particularly in assessing their long-term impact on student outcomes, institutional capacity building, and policy implementation. Further investigations may also explore how similar cross-border educational collaborations operate in different regional contexts, as well as how SDG integration can be more systematically embedded into school governance and curriculum design to enhance sustainability-oriented educational practices.

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