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ACCELERATING THE 2025 SUSTAINABLE DEVELOPMENT GOALS (SDGS): THE ROLE OF INVESTMENT AND EDUCATIONAL ENVIRONMENTS IN ADDRESSING ECONOMIC RECESSION ISSUES

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ABSTRACT

This research has two main aspects: an analysis of human resource (HR) readiness in the context of accelerating the 2025 Sustainable Development Goals (SDGs), particularly in relation to the economic recession, and a mapping of the number of human resource students at Universitas Terbuka (UT) to support the SDGs. In analyzing human resource readiness related to the 2025 SDGs and the economic recession, we identified several important factors. First, the majority of respondents had varying understandings of HR in a recessionary situation, with an awareness of the crucial role of HR in overcoming the recession and achieving the SDGs. Second, respondents acknowledged the importance of investing in HR development in facing the recession. Third, prior knowledge of HR development related to the SDGs varied, indicating potential for improved understanding. Fourth, access to technology that supports HR understanding has significant limitations. Fifth, interest in developing HR in the context of the economic recession is quite high. The results of the mapping of UT's student HR reveal other important things. UT has a significant number of students with diverse educational backgrounds and skills, which can be a great potential in supporting various SDG targets. However, efforts are needed to increase student awareness and understanding of the SDGs and their contributions. Furthermore, this mapping identified specific skills development needs relevant to the SDGs, such as leadership and technology skills. To maximize the contribution of UT students in supporting the SDGs, we recommend a series of actions. First, UT should integrate SDG concepts into the curriculum and conduct regular awareness campaigns. Second, UT should evaluate and update the curriculum to include skills training relevant to the SDGs. Third, UT should establish partnerships with SDG-related organizations and provide students with practical experience through SDG-related projects. Fourth, UT should expand career development resources and provide information on job opportunities that support sustainable development. Fifth, UT should encourage student innovation and research in sustainable economic solutions. Finally, UT can organize mentoring and guidance programs by experienced professionals. By implementing these recommendations, UT can harness the potential of its students as powerful agents of change in supporting the SDGs, especially in the face of the challenges of economic recession, and play a crucial role in achieving these sustainable development goals.

Keywords*: Human Resources (HR), Sustainable Development Goals (SDGs), Economic Recession, Education and SDGs Awareness*

INTRODUCTION

In 2020, the world was shaken by the COVID-19 pandemic. This situation has continued to the present day, particularly in 2021. The impact of the COVID-19 pandemic has profoundly

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affected human life, including Indonesia's economic system.[1] This has the potential to threaten Indonesia, pushing the country into the abyss of recession, where the economy only grew by 0.03% (year-on-year). An economic recession occurs with varying duration and intensity and can cause significant losses in terms of GDP, employment, household income, and investment expenditure. Researchers have introduced economic recession as a form of future human interaction patterns. The COVID-19 pandemic has rapidly accelerated changes in these patterns of social interaction. In this democratic era, the role of fiscal policy in influencing the economy in Indonesia has brought about massive changes in the country's development system.[2]

This issue of economic recession influences the Sustainable Development Goals (SDGs), which serve to accommodate all changes occurring after the end of the Millennium Development era by adding new directions towards new goals. The Sustainable Development Goals (SDGs) are structured according to universal targets that encompass several factors, including social, economic, environmental, and institutional dimensions. In 2015, the UN launched 17 goals and 169 targets, which were subsequently integrated into various indicators to measure their achievement. The SDGs, as part of the 2030 Agenda, have also been criticized for their ambitious, universal, broadly framed, inconsistent, and difficult-to-measure, apply, and monitor nature.[3] The target is to have a global action plan leading to universal peace and social and environmental justice. Based on the eight Millennium Development Goals (MDGs), launched in 2000, to combat poverty, the SDGs were launched to provide guidelines for social inclusion, environmental sustainability, and economic development. In general, the SDGs are an extension of the MDGs, with the basic aims of eradicating extreme poverty, combating inequality and injustice, and controlling climate change. The SDGs will improve in line with the enhancement of human resources, necessitating human resource mapping to achieve sustainable development goals.[4]

Data and facts from previous research and current studies indicate that the lack of quality human resources is due to insufficient cultivation and early education of human potential.[5] If

[1] Erick T. Baloran, "Knowledge, Attitudes, Anxiety, and Coping Strategies of Students during COVID-19 Pandemic," *Journal of Loss and Trauma* 25, no. 8 (2020): 635-642.

[2] I. Heliany, "Peran Kebijakan Fiskal dalam Mengatasi Resesi Ekonomi di Indonesia" [The Role of Fiscal Policy in Overcoming Economic Recession in Indonesia], in *Prosiding Seminar Stiami* (Proceedings of the Stiami Seminar), vol. 8, no. 1 (March 2021): 15-21.

[3] B. Monteiro et al., "Measuring the SDGs: Challenges and Opportunities for a New Development Agenda," *World Development* 124 (2019): 104-118

[4] V. Amrutha and S. Geetha, "Human Resource Development and Sustainable Development Goals: A Study on the Role of HR Mapping," *International Journal of Sustainable Development & World Ecology* 27, no. 5 (2020): 423-435.

[5] N. Khojin et al., "The Role of Early Education in Human Resource Potential," *Journal of Educational and Social Research* 10, no. 4 (2020): 101-110; Amrutha and Geetha, "Human Resource Development," 430.

abundant human resources are cultivated effectively and efficiently, this will positively impact supporting the momentum of sustainable national development. The need for available human resources now requires us to think about how to optimally utilize this human capital. This reasoning forms the basis for the researcher's choice of the topic: "Mapping Human Resources (HR) in Accelerating Sustainable Development Goals (SDGs) for UT Students in Response to the Issue of Economic Recession."

The aim of this research is to examine the description of the profile needs for Mapping Human Resources (HR) in Accelerating Sustainable Development Goals (SDGs) for UT Students in Response to the Issue of Economic Recession in schools and universities, covering both practical and strategic needs, which include student needs, teacher needs, achievement needs, institutional needs, and situational needs.[6] The research will produce a product in the form of "Mapping Human Resources (HR) in Accelerating Sustainable Development Goals (SDGs) for UT Students in Response to the Issue of Economic Recession" using the R2D2 model, employing a qualitative method based on the R2D2 development model.

The urgent importance of the product produced for mapping human resources to accelerate the SDGs leads the researcher to use the economic recession issue as a reference for mapping human resources in accelerating the SDGs for UT students. The benefit of the HR mapping product is to facilitate the acceleration of the SDGs, in line with the research by Amrutha & Geetha, which states that understanding the momentum of HR enhances the achievement of the SDGs.

RESEARCH METHOD

This research constitutes "research" and "development" research using a "survey" design and quasi-experimental design.[7] This study involves research subjects from UT students and lecturers. It is hoped that this study can map and provide appropriate policy recommendations so that UT students can face and navigate economic hardship well. In this survey study, before implementation, it is necessary to develop an instrument to map the human resources (HR) of UT students in accelerating the Sustainable Development Goals (SDGs) on the issue of economic depression. The instrument used must be validated by experts and guaranteed to have validity and reliability.

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[6] Heliany, "Peran Kebijakan Fiskal," 18; Bali Swain and Yang-Wallentin, "Achieving Sustainable Development Goals," 112.

[7] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 2nd ed. (Upper Saddle River, NJ: Pearson, 2005), 58-62

The data analysis techniques used to process this research data are descriptive "quantitative" and "qualitative" data analysis.[8] The test results from "expert" and "small group" tests from the "questionnaire" are analyzed "based on percentages" and "interpreted" qualitatively. Analysis and design: It is necessary to conduct a design, which uses document analysis, structured processing, procedures, and technology related to mapping the flow of human resources (HR) to encourage sustainable development goals (SDGs) for UT students in the economic recession issue. Research instruments, "validation" and "testing" use "Kuder Richardson 20" and 21, analysis using "Anates V4", and "questionnaire" analysis with "Cronbach's Alpha" using "SPSS 25" and "SEM". Simple correlation tests are conducted using the Pearson correlation technique. Pearson correlation is determined by the r value (-11). Interpretation of correlation values. Data from interview results are analyzed using data triangulation to strengthen the results obtained from the questionnaire.[9]

Field test data/user testing as a learning process in the development environment is analyzed using qualitative flow data modeling analysis with the principle of flexibility.[10] Analytical activities include: data reduction, data presentation, and drawing conclusions or verification. The purpose of data analysis includes the levels of observation, description, and interpretation. At the observation level, data are selected, classified, and coded. At the descriptive level, data are presented as pattern units, event units, trend units, or meaning units. At the explanatory level, the analysis discusses the effectiveness of the experiment.[11]

The instruments used in this study include: validation checklists, observation checklists, classroom observation notes (documents, questionnaires, notes). Observation checklists and observation notes are used to record learning activities and record interview results and expert consultations; documents for identification data, assessment data, planning data, evaluation data; questionnaires to record product evaluation data from subject-based learning experts and students using the product; portfolios to document the development of learning outcomes after the implementation of the Mapping of Human Resources (HR) to Accelerate Sustainable Development Goals (SDGs) for UT Students on the Economic Recession Issue.[12]

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[8] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* [Educational Research Methods: Quantitative, Qualitative, and R&D Approaches] (Bandung: Alfabeta, 2013), 199-207

[9] Sugiyono, *Metode Penelitian Pendidikan*, 210-215; Moleong, *Metodologi Penelitian Kualitatif*, 175-182.

[10] Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods*, 2nd ed. (Thousand Oaks, CA: Sage Publications, 1992), 10-25.

[11] Miles and Huberman, *Qualitative Data Analysis*, 30-45; Sugiyono, *Metode Penelitian Pendidikan*, 220-228.

[12] Creswell, *Educational Research*, 120-130; Borg and Gall, *Educational Research*, 650-665.

RESULTS AND DISCUSSION

The Concept of Human Resources in Accelerating the Sustainable Development Goals (SDGs) 2025 in Relation to the Issue of Economic Recession

In order to understand the crucial role of Human Resources (HR) in achieving the Sustainable Development Goals (SDGs) 2025, we need to consider the potential impacts that may arise from an economic recession. As an initial step, let us explore the concept of HR within the context of the SDGs 2025, which will form the foundation of our analysis. With a strong understanding of this HR role, we will be better prepared to analyze how an economic recession can affect various aspects of the SDGs 2025. In the circular diagram that we will present, we will see how these elements are interconnected and impact one another.

Figure 1. *Conceptual Diagram of Human Resources (HR) in Accelerating Sustainable Development Goals (SDGs) 2025 Related to the Issue of Economic Recession*

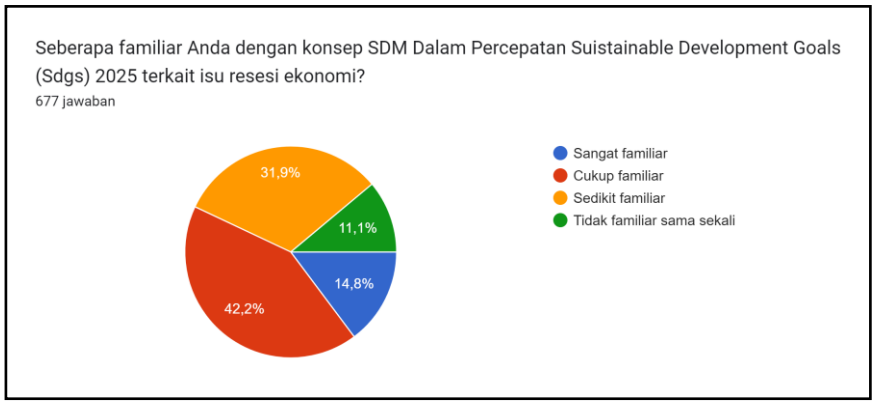

Figure 1 provides information illustrating the level of understanding or familiarity of individuals with the concept of Human Resources (HR) in the context of Accelerating the Sustainable Development Goals (SDGs) 2025 related to the issue of economic recession. Below is an explanation of each category: 1) Very Familiar (14.8%): For the 14.8% of respondents who are very familiar, they may have delved deeply into this topic within the context of SDGs 2025 and economic recession. This indicates a profound level of knowledge and possible active involvement in efforts related to SDGs 2025 in facing the recession; 2) Quite Familiar (42.2%): The majority of respondents (42.2%) stated that they are quite familiar with the concept of HR in the context of SDGs 2025 related to economic recession. They may have a basic understanding of this concept but may need to delve deeper to connect how HR can influence the SDGs amid a recession; 3) Slightly Familiar (31.9%): A considerable number of respondents (31.9%) feel slightly familiar with this concept. This may indicate that they have heard about it but have not really explored it further or

feel less confident about this concept; and 4) Not Familiar at All (11.1%): 11.1% of respondents acknowledged that they are not familiar at all with the concept of HR in the context of SDGs 2025 related to economic recession. They may not have been exposed to or have not pursued information on this topic.

With an understanding of these familiarity levels, approaches and strategies for further learning or understanding of HR in the context of SDGs 2025 and economic recession can be tailored for each group. This will help enhance awareness and comprehension of how HR can play a crucial role in achieving sustainable development goals while confronting economic recession.

Percepatan Suistainable Development Goals (Sdgs) 2025 terkait isu resesi ekonomi

In an increasingly complex context and with rapidly growing global challenges, the Acceleration of the Sustainable Development Goals (SDGs) 2025 is becoming ever more important in our efforts to achieve sustainable development. However, one issue that cannot be overlooked is economic recession, which can have a significant impact on SDG progress. To gain a deeper understanding of how economic recession can affect the achievement of SDGs 2025, let us examine, in the form of a pie chart, how these elements are interconnected and impact one another. This will help us identify focal points and the efforts needed to maintain the course of sustainable development amid difficult economic conditions.

Figure 2. *Diagram of Accelerating Sustainable Development Goals (SDGs) 2025 Related to the Issue of Economic Recession*

Figure 2 provides information illustrating the level of interest of respondents toward the Acceleration of the Sustainable Development Goals (SDGs) 2025 related to the issue of economic recession. Below is a further explanation for each category: 1) Very Interested (22.5%): For the 22.5% of respondents who are very interested, they have a high level of interest in understanding and addressing the issue of economic recession within the context of SDGs 2025. This may reflect a strong awareness of the urgency of this issue and possible active involvement in efforts to achieve the SDGs while facing the recession; 2) Interested (69.4%): The vast majority, namely 69.4% of

respondents, expressed interest in this topic. This indicates that many people have awareness and interest in understanding how economic issues such as recession can affect the achievement of the SDGs. This is a positive attitude as it shows a willingness to learn and contribute to addressing these challenges; 3) Less Interested (7.2%): A small portion of respondents (7.2%) felt less interested. This may be due to a lack of initial understanding of the relationship between economic recession and the SDGs, or perhaps they have other focuses in their interests or work; and 4) Not Interested (0.9%): Only 0.9% of respondents admitted to being not interested at all. This is a very small group, and it could be that they have not yet realized the urgency or relevance of this topic in the context of sustainable development.

With an understanding of these interest levels, we can identify potential collaboration and efforts to educate and empower more people about the importance of addressing economic recession in order to achieve the SDGs 2025. The more people who are interested and engaged, the greater the opportunity to overcome these challenges and advance sustainable development.

Human Resources (HR) in the Acceleration of the Sustainable Development Goals (SDGs) 2025 can provide successful benefits in facing issues related to economic recession.

It is important to understand how Human Resources (HR) can be the key to success in addressing the issue of economic recession within the context of the Acceleration of the Sustainable Development Goals (SDGs) 2025. Qualified and educated HR can be a valuable asset in maintaining and accelerating progress toward achieving the SDGs, even under difficult economic conditions. Before we delve into the pie chart illustrating the relationship between HR and economic recession in the context of SDGs 2025, let us introduce this concept and why it is important. By doing so, we can better understand how investment in HR can bring significant benefits in facing global economic challenges that may arise..

Figure 3. *Human Resources (HR) in Accelerating Sustainable Development Goals (SDGs) 2025 can provide successful benefits in facing issues related to economic recession*

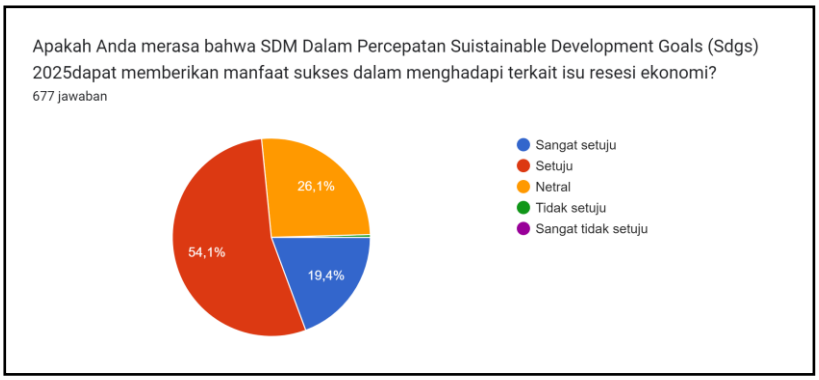

Figure 3 provides information illustrating the level of agreement or support from respondents toward the statement that Human Resources (HR) in the Acceleration of the Sustainable Development Goals (SDGs) 2025 can provide successful benefits in facing the issue of economic recession. Below is a further explanation for each category: 1) Strongly Agree (19.4%): For the 19.4% of respondents who strongly agree, this indicates a high level of agreement with the idea that quality HR can be a key to success in facing economic recession and achieving the SDGs 2025. They see a strong connection between HR development and resilience against economic challenges; 2) Agree (54.1%): The vast majority, namely 54.1%, agree with the statement. This shows that many respondents recognize the important value of investing in HR development as an effort to overcome economic recession and achieve sustainable development goals; 3) Neutral (26.1%): A number of respondents, namely 26.1%, took a neutral position. They may not yet have strong confidence about the extent to which HR can influence success in facing economic recession within the context of SDGs 2025. This could be an area that needs further study; 4) Disagree (0.4%): Only a small portion, namely 0.4%, disagreed with the statement. They may have different views or question the relevance of HR in facing economic recession; and 5) Strongly Disagree (0%): None stated that they strongly disagree, indicating that the majority of respondents tend to agree or remain neutral toward this statement.

From these results, it can be concluded that the majority of respondents agree or have a positive attitude toward the idea that HR development can help in addressing the issue of economic recession and contribute to the achievement of SDGs 2025. This supports the importance of investment in education, training, and HR development as part of a strategy to overcome global economic challenges.

Human Resources (HR) in the Acceleration of the Sustainable Development Goals (SDGs) 2025 Related to the Issue of Economic Recession

Integrating Human Resources (HR) with efforts to accelerate the Sustainable Development Goals (SDGs) 2025 in the face of economic recession is one of the crucial aspects of the current sustainable development agenda. The SDGs represent a global vision for achieving inclusive and sustainable growth, and the impact of economic recession can pose a significant challenge in reaching these goals. Before we explore further in the pie chart, let us examine how the role of HR in addressing economic recession can lay the foundation for a better understanding of how we can integrate SDG policies and efforts into this difficult economic context..

Figure 4. *Human Resources (HR) in the Acceleration of the Sustainable Development Goals (SDGs) 2025 Related to the Issue of Economic Recession*

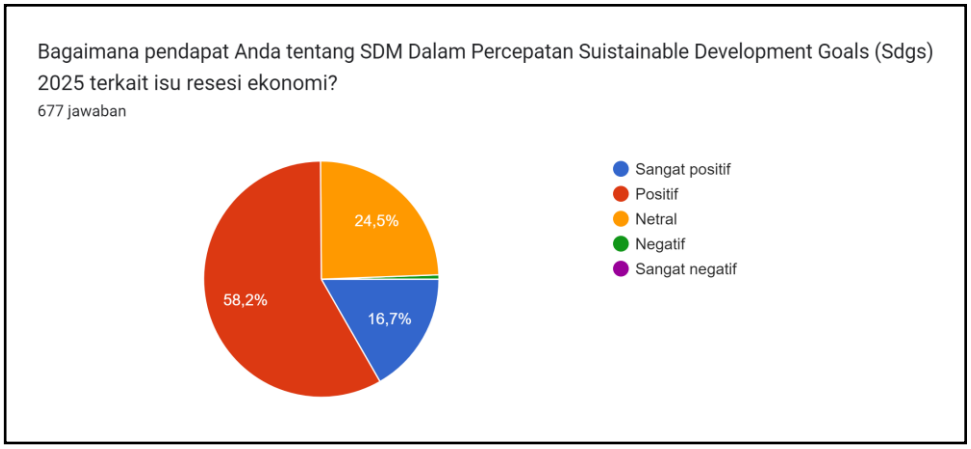

Figure 4 provides information illustrating respondents' views on the relationship between Human Resources (HR) and the Acceleration of the Sustainable Development Goals (SDGs) 2025 related to the issue of economic recession. Below is a further explanation for each category: 1) Very Positive (16.7%): For the 16.7% of respondents who are very positive, they hold a highly optimistic view of the role of HR in achieving the SDGs 2025 while facing economic recession. This indicates a strong belief that investment in HR development will yield positive outcomes in achieving sustainable development goals despite economic challenges; 2) Positive (58.2%): The vast majority, namely 58.2%, hold a positive view. This demonstrates strong confidence that HR plays an important role in accelerating progress toward the SDGs 2025, even in a situation of economic recession. They see the potential for positive benefits from investing in HR; 3) Neutral (24.5%): A number of respondents, namely 24.5%, took a neutral position. They may have a balanced stance or are not yet fully convinced about the extent to which HR can influence the achievement of the SDGs in the context of economic recession. This could reflect a need for further information or a deeper understanding; 4) Negative (0.6%): A small portion, namely 0.6%, hold a negative view. They may be skeptical about the role of HR in addressing the issue of economic recession within the context of SDGs 2025; and 5) Very Negative (0%): None expressed a very negative view, indicating that the majority of respondents tend to have positive or neutral views.

From these results, it can be concluded that the majority of respondents have positive or at least neutral views on the role of HR in the Acceleration of SDGs 2025 related to the issue of economic recession. This indicates that there is awareness and confidence in the potential contribution of HR to the achievement of sustainable development goals, even in difficult economic

situations. This positive outlook can encourage efforts to continue integrating the SDGs into economic policies and practices.

Mastery of Human Resources (HR) in the Acceleration of the Sustainable Development Goals (SDGs) 2025 in Facing Economic Recession

In facing the complex challenges of economic recession, mastery of the concept of Human Resources (HR) is becoming increasingly important in efforts to achieve the Sustainable Development Goals (SDGs) 2025. The strength of HR, including education, skills, and human capacity, can serve as a primary driver in maintaining the continuity of sustainable development under difficult economic conditions. Before we proceed with the pie chart that will visualize the relationship between HR and economic recession in the context of SDGs 2025, let us discuss why mastery of the HR concept is so crucial in addressing this economic recession situation. With this understanding, we will be better prepared to analyze and plan appropriate strategies to face global economic challenges..

Figure 5. *Mastery of HR in the Acceleration of the Sustainable Development Goals (SDGs) 2025 in Facing Economic Recession Conditions*

Figure 5 provides information reflecting the extent to which respondents consider the mastery of the concept of Human Resources (HR) in the Acceleration of the Sustainable Development Goals (SDGs) 2025 to be very important in facing economic recession conditions. Below is a further explanation for each category: 1) Very Important (33.5%): For the 33.5% of respondents who consider it very important, they feel that mastery of the HR concept in the context of SDGs 2025 is a key factor that is highly necessary in facing economic recession conditions. This indicates an awareness of the central role played by HR in maintaining the continuity of sustainable development even when the economy faces serious challenges; 2) Important (46.1%): The vast majority, namely 46.1%, consider it important. This shows that many respondents appreciate the

importance of mastering the HR concept, although they may have a slightly more balanced view of the extent to which this is necessary in facing economic recession; 3) Quite Important (19.6%): Some respondents, namely 19.6%, see it as quite important. They may consider the HR concept as a relevant element, but there may also be other factors they consider important in facing economic recession; 4) Less Important (0.7%): Only a small portion, namely 0.7%, consider it less important. This could reflect a minority view that may focus more on economic aspects or other elements in facing recession; and 5) Not Important (0%): None consider it unimportant at all. This indicates that the majority of respondents consider HR mastery in the context of SDGs 2025 to be relevant in facing economic recession.

From these results, it can be concluded that the vast majority of respondents acknowledge the importance of mastering the HR concept in facing economic recession conditions. This reflects an awareness of the crucial role played by HR in maintaining and accelerating progress toward the SDGs, even in difficult economic situations. This awareness can encourage efforts to improve mastery of the HR concept as part of a strategy to overcome global economic challenges.

Prior Knowledge in Developing HR in the Acceleration of the Sustainable Development Goals (SDGs) 2025 Related to the Issue of Economic Recession

Prior knowledge can lay the foundation for more effective action in facing the challenges of economic recession in the context of SDGs 2025. Afterward, we will explore in a pie chart how familiar respondents are with this concept.

Figure 6. *Prior Knowledge in Developing HR in the Acceleration of the Sustainable Development Goals (SDGs) 2025 Related to the Issue of Economic Recession*

Figure 6 provides information illustrating the level of prior knowledge and experience of respondents in developing Human Resources (HR) in the Acceleration of the Sustainable

Development Goals (SDGs) 2025 related to the issue of economic recession. Here is an explanation for each category: 1) Yes, I Have Sufficient Knowledge and Experience (14.3%): For the 14.3% of respondents who have sufficient knowledge and experience, this indicates that they have a good understanding of the HR concept in the context of SDGs 2025 related to the issue of economic recession. They may also have been involved in relevant efforts or projects in facing economic recession; 2) Yes, But Only Have Knowledge Without Experience (48.7%): The vast majority, namely 48.7%, have knowledge about this concept but without significant practical experience in developing HR in the context of SDGs 2025 related to economic recession. This could reflect a good level of understanding but not yet being directly involved in implementation or concrete actions related to this issue; and 3) No, I Do Not Have Knowledge or Experience (36.9%): A significant portion of respondents, namely 36.9%, admitted to having no prior knowledge or experience in this matter. This could reflect a limited level of understanding or perhaps a different previous focus in HR development.

From these results, it appears that the majority of respondents have diverse knowledge about the HR concept in the context of SDGs 2025 related to the issue of economic recession. This reflects the diversity of backgrounds and experiences of respondents in this regard. It is important to note that knowledge and experience can be enhanced through training, education, and relevant practical experience, so that they can more actively contribute to facing the challenges of economic recession in achieving the SDGs 2025.

Access to the Necessary Devices or Technology to Apply HR Understanding in the Acceleration of the Sustainable Development Goals (SDGs) 2025 in Facing the Issue of Economic Recession

In the rapidly developing era of information technology, access to the necessary devices and technology is a key factor in applying the understanding of Human Resources (HR) in the Acceleration of the Sustainable Development Goals (SDGs) 2025 related to the issue of economic recession. Technology provides powerful tools for managing data, analyzing, and communicating, all of which are important in maintaining and accelerating progress toward the SDGs amid economic challenges. Before we look at the pie chart that will illustrate the level of respondents' access to technology, let us reflect for a moment on how this access can affect the capacity of individuals and organizations in implementing HR understanding in the context of SDGs 2025 related to the issue of economic recession.

Figure 7. *Access to the Necessary Devices or Technology to Apply HR Understanding in the Acceleration of the Sustainable Development Goals (SDGs) 2025 in Facing the Issue of Economic Recession*

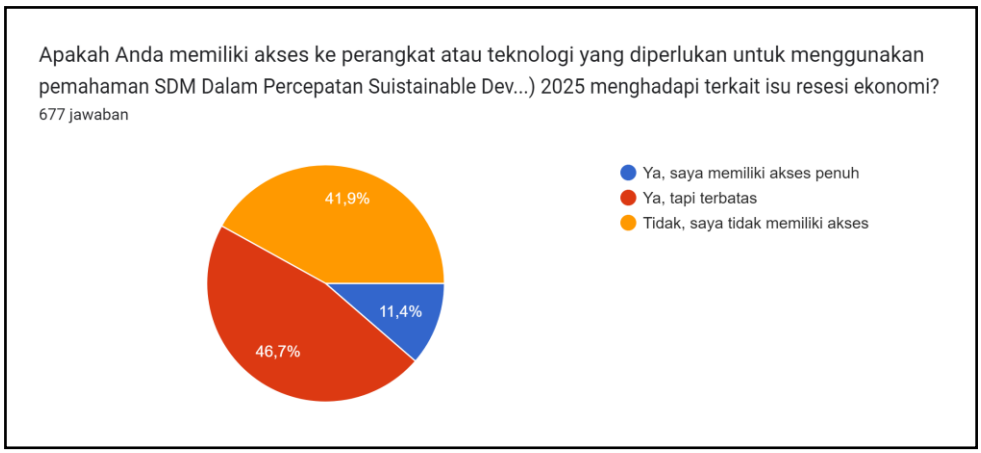

Figure 7 provides information illustrating the level of respondents' access to the necessary devices or technology to apply their understanding of Human Resources (HR) in the Acceleration of the Sustainable Development Goals (SDGs) 2025 related to the issue of economic recession. Here is an explanation for each category: 1) Yes, I Have Full Access (11.4%): For the 11.4% of respondents who have full access, this means they have sufficient access to use the technology and devices needed to support their understanding of HR in the context of SDGs 2025 related to the issue of economic recession. This reflects a high level of readiness in terms of technology; 2) Yes, But Limited (46.7%): The vast majority, namely 46.7%, said they have limited access. This could reflect that they have sufficient access to some devices or technology, but there may be limitations in terms of the type or quality of devices available; 3) No, I Do Not Have Access (41.9%): A significant portion of respondents, namely 41.9%, admitted that they do not have access to the necessary devices or technology. This could reflect significant barriers in terms of technology access, which can be a challenge in applying HR understanding in facing the issue of economic recession in the context of SDGs 2025.

From these results, it appears that the majority of respondents have limited access or no access at all to the necessary devices or technology. This reflects a relevant issue in efforts to integrate HR understanding in the context of SDGs 2025, especially when technology can play an important role in data collection, analysis, and communication. Efforts to address technological access inequality may become an important concern in carrying out the sustainable development agenda in the future.

Enhancing HR in the Acceleration of the Sustainable Development Goals (SDGs) 2025 in Educational or Professional Environments as an Effort to Address the Issue of Economic Recession

Figure 8. *Enhancing HR in the Acceleration of the Sustainable Development Goals (SDGs) 2025 in Educational or Professional Environments as an Effort to Address the Issue of Economic Recession*

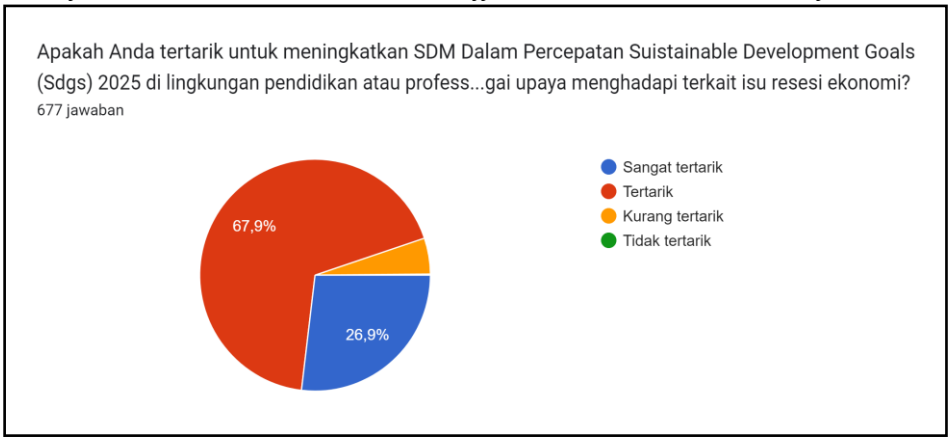

Figure 8 provides information reflecting the level of respondents' interest in enhancing Human Resources (HR) in the Acceleration of the Sustainable Development Goals (SDGs) 2025 in educational or professional environments as an effort to address the issue of economic recession. Here is an explanation for each category: 1) Very Interested (26.9%): For the 26.9% of respondents who are very interested, they have a strong interest in enhancing HR in the context of SDGs 2025 in educational or professional environments as a step to address the issue of economic recession. This indicates an awareness of the importance of investment in education and HR development as part of the solution to economic challenges; 2) Interested (67.9%): The vast majority, namely 67.9%, expressed interest in this effort. They see value in enhancing HR in educational or professional environments as part of a strategy to face economic recession and achieve SDGs 2025. This high interest can motivate concrete action; and 3) Less Interested (5%): A small number, namely 5%, feel less interested. This may reflect a slightly more passive attitude or a lack of deep understanding of this concept; and 4) Not Interested (0%): None stated that they are not interested at all, indicating that the majority of respondents have a positive interest in efforts to enhance HR in facing economic recession through education and professional environments.

From these results, it can be concluded that the majority of respondents have a strong interest or at least are interested in enhancing HR in the context of SDGs 2025 in educational or professional environments as part of the solution to address the issue of economic recession. This reflects an awareness of the importance of HR development as a significant step in maintaining and

accelerating progress toward the SDGs, even in difficult economic situations. This high interest is a positive step toward improvement and innovation in education and professional development to overcome global economic challenges.

Ability to Analyze the Impact of Economic Recession on Several Aspects of the Sustainable Development Goals (SDGs) 2025

The ability to analyze the impact of economic recession on various aspects of the Sustainable Development Goals (SDGs) 2025 is a crucial skill in facing global economic challenges and achieving sustainable development goals. Before we explore the pie chart that will illustrate the extent to which respondents feel confident in their ability to perform this analysis, let us reflect for a moment on why this analysis is so important. This ability allows us to identify areas most vulnerable to the impact of economic recession and plan appropriate measures to maintain and accelerate progress toward the SDGs 2025, even under difficult economic conditions.

Figure 9. *Ability to Analyze the Impact of Economic Recession on Several Aspects of the Sustainable Development Goals (SDGs) 2025*

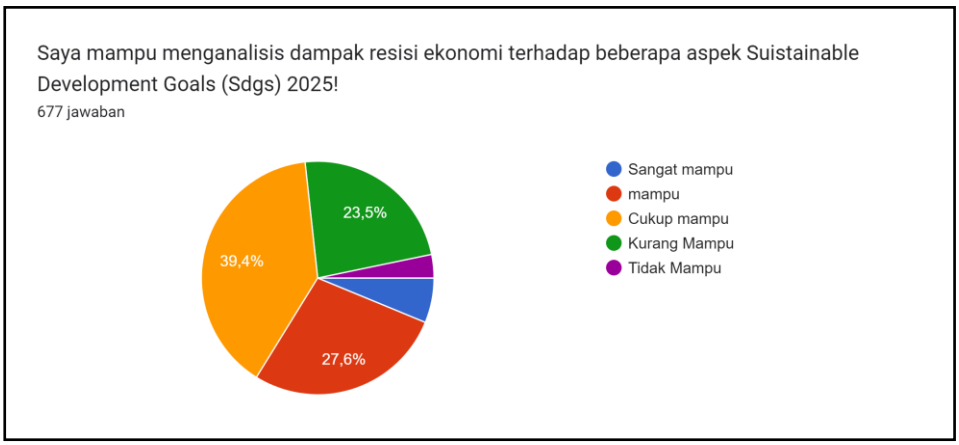

Figure 9 provides information on the level of respondents' ability to analyze the impact of economic recession on several aspects of the Sustainable Development Goals (SDGs) 2025. Here is an explanation for each category: 1) Very Capable (6.2%): For the 6.2% of respondents who feel very capable, they have a high level of confidence in their ability to analyze the impact of economic recession on various aspects of SDGs 2025. This indicates a strong level of understanding and expertise in identifying and addressing economic impacts on sustainable development goals; 2) Capable (27.6%): A number of respondents, namely 27.6%, feel capable of performing the analysis. They have confidence in their ability to understand and measure the impact of economic recession on SDGs 2025. This reflects a fairly good level of understanding and expertise; 3) Quite Capable

(39.4%): The vast majority, namely 39.4%, consider themselves quite capable. This indicates a balanced level of confidence in their abilities, although there may be certain aspects that could be improved or deepened; 4) Less Capable (23.5%): A number of respondents, namely 23.5%, feel less capable. This could reflect uncertainty or lack of confidence in analyzing the economic impact on SDGs 2025. This may be an area where they wish to improve their abilities; and 5) Not Capable (3.2%): A small portion, namely 3.2%, feel incapable. This could reflect a limited level of understanding or a lack of training or experience in conducting this type of analysis.

From these results, it appears that the majority of respondents feel capable or quite capable of analyzing the impact of economic recession on various aspects of SDGs 2025. This is a positive indication that many people feel confident in their ability to identify and respond to economic impacts on sustainable development goals. However, it is important to continue improving and deepening understanding and ability in conducting this analysis in order to more effectively address issues related to economic recession in the context of SDGs 2025.

Descriptive Analysis of Respondents

The results of the research on the student profile of UPBJJ Pekanbaru that you presented reflect an important picture for understanding the characteristics of these students. In this analysis, the research results will be discussed and reinforced with several expert views and previous research findings related to student profiles based on several main factors, namely place of residence, type of employment, age, gender, and ethnicity.

The fact that the majority of students come from villages (66.9%) compared to cities (33.1%) indicates that UPBJJ Pekanbaru students come from geographically diverse backgrounds. This reflects broad access to higher education from rural areas, which aligns with the mission of the Open University (Universitas Terbuka) to provide educational access to communities throughout the country. This result is also in line with findings from previous research showing that open universities are often the choice for residents in remote areas (Daulay, 2012; Ayuni & Mulyana, 2015).

The majority of students (69.3%) working as non-permanent/honorary staff indicates that they have a dual commitment between work and education. This illustrates the importance of education as a tool to improve social mobility and better employment opportunities (Aini et al., 2018; Indy et al., 2019; Tamam et al., 2023). Interestingly, the presence of respondents who are unemployed also provides an understanding of the diversity of employment statuses within the student population.

The largest age distribution of students in the 19 to 27 years age range (44%) reflects that UPBJJ Pekanbaru attracts many young students who are eager to pursue higher education. This aligns with findings that open universities are often the choice for young people who wish to combine education with work or other responsibilities (Belawati, 2019; Siahaan & Rantung, 2019; Ramadhan & Destiani, 2022).

With the majority of respondents being female (80.6%), this reflects strong participation of women in higher education at UPBJJ Pekanbaru. This is a positive aspect as it reflects inclusivity and gender equality in access to education. This also aligns with findings from several studies showing that women are often more active in pursuing higher education (Kleemans et al., 2018; Tang et al., 2021; Žalėnienė & Pereira, 2021).

The majority of students come from the Malay ethnic group (44.9%), which reflects the demographic characteristics of the Pekanbaru area and its surroundings. This may reflect local preferences for higher education at UPBJJ Pekanbaru.

According to expert views, these results are consistent with the concept of inclusivity in higher education that is the goal of open universities. In the literature, it has been shown that broader access to higher education has a positive impact on the social and economic development of society (Moriña, 2019; Chankseliani & McCowan, 2021). Therefore, UPBJJ Pekanbaru can continue its efforts to ensure quality education that is relevant and responsive to the needs of students from these diverse backgrounds. Previous research findings also support these findings. Earlier studies on open university students in Indonesia show that they have diverse characteristics, often coming from rural areas, having part-time jobs, and having dual commitments between work and education (Arifin, 2018; Tait, 2018; Daniel, 2023). This emphasizes the importance of flexible educational approaches and curriculum adaptation that suits these diverse needs.

In this context, UPBJJ Pekanbaru can continue to develop educational strategies and services that support the success of students with these characteristics, including the development of programs relevant to local and regional needs as well as technology-based learning approaches that allow flexibility in learning.

CONCLUSION

The findings of this research yield several important conclusions. First, in analyzing readiness related to Human Resources (HR) in the context of Accelerating the Sustainable Development Goals (SDGs) 2025 amid economic recession, a number of key factors were identified. The

majority of respondents demonstrated varying levels of understanding and interest regarding the HR concept in such situations, with most acknowledging that HR can play a crucial role in addressing economic recession and emphasizing its importance. Furthermore, the majority held positive views on the role of HR in achieving the SDGs 2025 during a recession, recognizing that investment in HR development is a key factor for success. In addition, respondents exhibited diverse levels of prior knowledge concerning HR development within the SDGs 2025 framework related to recession issues, while access to technology necessary to support HR understanding was found to be significantly limited. Despite this, interest in enhancing HR within educational or professional environments as a strategy to address economic recession remained considerably high, reflecting a growing awareness of the vital role HR plays in advancing sustainable development goals even under difficult economic circumstances, thereby encouraging efforts to improve understanding, access, and investment in HR development as part of broader solutions to global economic challenges.

Second, the mapping of the number of Human Resources represented by students at Universitas Terbuka (UT) to support the Acceleration of the Sustainable Development Goals (SDGs) 2025 revealed several significant findings. UT hosts a substantial number of students with diverse educational backgrounds and skills, representing considerable potential to support various SDG targets. However, particular attention is needed to enhance student awareness and comprehension of the SDGs and how their individual contributions can influence the achievement of these goals. The mapping also identified the need for developing specific skills relevant to SDG objectives, such as leadership, critical thinking, and technological expertise.

Third, to maximize the potential of UT students in accelerating the SDGs, especially concerning the issue of economic recession, several strategic measures can be undertaken. These include strengthening SDG-related education and awareness within the curriculum, providing specialized skills training relevant to addressing recession, fostering collaboration through partnerships and SDG-focused projects, offering career development resources aligned with sustainable development objectives, encouraging innovation and research centered on sustainable economic solutions, and establishing mentorship and guidance programs led by experienced professionals. Through these comprehensive steps, Universitas Terbuka can mobilize its students as powerful agents of change to advance the SDGs, particularly in navigating the challenges posed by economic recession.

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