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The Relevance of Competence-Based Learning and Assessment to the Achievement of Sustainable Development Goal 3: Health and Welfare

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A B S T R A C T

This research aims to analyze the relevance of learning Competence-Based Learning in achieving Sustainable Development Goal (SDG) 3, namely towards a healthy life and improving welfare for all. This research uses qualitative methods to explore the application of CBL in health education and its impact on student health behavior. The results show that a competency-based approach can increase students' understanding of health and well-being, and encourage them to take proactive action in maintaining personal and environmental health. The implementation of CBLA is in line with national education policy which emphasizes the importance of competency development as part of efforts to improve the quality of human resources in Indonesia. Thus, CBLA supports the national education goal of creating individuals who are not only academically intelligent but also have practical skills that can be applied in society. Overall, CBLA makes a significant contribution to the development of competencies needed by students and the workforce, as well as supporting the achievement of broader educational goals. With this approach, education can be more relevant and responsive to the needs of society and the world of work today.

Keywords: *SDGs3, Competence Based Learning, Healty Life, Wealthy Life*

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INTRODUCTION

Quality education is expected to be the foundation of a nation's progress. Education is not only an agent of change for the younger generation who will be the successors of a nation, but must also be an agent of development to create real transformation. Education as a benchmark is not only limited to formal education, but must also be able to change the mindset and perspective of the nation's children who will become successors in the future. Innovative and quality education will increase a person's creativity, especially the younger generation to hone their curiosity as an agent of change. In this way, they will play an important role and implement the concept of sustainable development. Competency-Based Learning (CBL) is a learning approach that focuses on mastering students' skills and knowledge. CBL not only prioritizes training time, but also ensures that learners can demonstrate desired mastery of skills before moving on to the next stage. (Annisa, 2021).

Competency-based learning and assessment (CBLA) is a pedagogical approach that focuses on developing students' ability to apply knowledge and skills in real-world situations. In CBLA, the emphasis is more on what students can do than just knowing the facts. The main principles of the Competency-Based Learning Approach (CBLA) include: (1) Focus on Competency, i.e. learning is directed at the development of specific and measurable competencies; (2) Relevance, where learning and assessment materials are adapted to the needs of the world of work or real life; (3) Student Autonomy, which provides opportunities

for students to manage their own learning process; (4) Continuous Assessment, which is assessment carried out continuously to monitor the development of student competencies; (5) Reflection, where students are encouraged to reflect on their learning experiences; and (6) Collaboration, which is learning is carried out collaboratively to develop the ability to work together.

Sustainable Development Goals (SDG) 3, which ensures healthy lives and promotes prosperity for all ages, is one of the global goals set by the United Nations (UN). This goal is very important because health is the foundation of sustainable development. With the achievement of the SDG 3 target, it is hoped that it can improve the quality of life, reduce poverty and encourage economic growth. Some of the key targets of SDG 3 include: Reducing maternal and infant mortality, Ending the epidemic of AIDS, tuberculosis, malaria and other infectious diseases, Improving mental health, Ensuring universal access to health services.

Although CBLA and SDG 3 have a shared goal of improving the quality of education and public health, there are still significant research gaps. To date, there has been no research that specifically examines the relationship between CBLA and the achievement of SDG 3. The link between competency-based learning methods and sustainable health outcomes requires further exploration. By understanding how CBLA can contribute to achieving SDG 3, we can develop a more effective health education curriculum, as well as ensure that future generations are prepared for global health challenges. This research aims to contribute to the development of a curriculum that is relevant to SDGs 3 regarding the effectiveness of CBLA in improving health-related competencies. This study identifies the implementation of CBLA to achieve the SDGs 3 target so that it can accelerate the achievement of these goals.

METHOD

The research to be carried out is qualitative descriptive research. Descriptive qualitative research is used to describe and analyze data in depth and systematically, focusing on a detailed description of the relevance of CBLA and SDGs3. The data sources used in this study include: Scientific Journals: Scientific journals relevant to the research topics of Corporate Social Responsibility (CSR) and Sustainable Development Goals (SDGs) will be the main source. These journals usually contain research results that have been published and have gone through a peer-review process. Research Reports: Research reports that have been conducted by research institutions or related organizations will also be used as a data source. Government Policies: Government policies related to research topics such as policies that support the SDGs will provide information about the implementation and impact of those policies. Other Related Documents: Other documents such as financial statements, statistical data, and other official documents will also be used to enrich the data source. The data analysis technique used in this study is descriptive analysis. Descriptive analysis is used to describe the characteristics and attributes of the data obtained in detail and systematically. It helps in understanding the structures and patterns present in the data. By using a systematic and structured research methodology, descriptive qualitative research can provide a comprehensive overview of the implementation of CBL and SDGs in Indonesia, as well as make a significant contribution in the field of science and practice.

FINDING AND DISCUSSION

Sustainable Development Goals (SDGs) 3

Sustainable Development Goals (SDGs) 3, " is one of the 17 goals set by the United Nations in 2015. This goal aims to guarantee a healthy life and improve well-being for all people of all ages. The goal of SDG 3 is to ensure healthy lives and improve well-being for all people of all ages. This includes efforts to reduce mortality, control the spread of infectious and non-communicable diseases, and improve access to affordable health services. SDG 3 has 13 targets measured through 50 indicators.

Reducing Maternal Mortality: Target 3.1: By 2030, reduce maternal mortality to less than 70 per 100,000 live births. End preventable newborn and toddler deaths: Target 3.2: By 2030, end preventable newborn and toddler deaths, with all countries working to reduce the Neonatal Mortality Rate to at least 12 per 1,000 KH (Live Births) and the Toddler Mortality Rate to 25 per 1,000

Ending the Epidemic of Infectious Diseases: Target 3.3: By 2030, end the neglected epidemic of AIDS, tuberculosis, malaria and tropical diseases, and combat hepatitis, an aquatic disease and other infectious diseases

Reduce premature deaths from non-communicable diseases: Target 3.4: By 2030, reduce the number of premature deaths from non-communicable diseases by one-third through prevention and treatment, and improve mental health and well-being. Reducing Drug and Alcohol Abuse: Target 3.5: By 2030, reduce drug and alcohol abuse, and strengthen prevention and treatment.

Improving Access to Sexual and Reproductive Health Services: Target 3.7: By 2030, increase access to sexual and reproductive health services, including family planning, and ensure equal participation in all areas. Increasing Universal Health Coverage: Target 3.8: By 2030, increase universal health coverage, including primary and referral services, and ensure access to quality health services

Reduce Contamination and Pollution of Water, Air and Soil: Target 3.9: By 2030, reduce contamination and pollution of water, air and soil, and ensure access to adequate sanitation facilities. Reduce Heart Disease, Cancer, Diabetes or Chronic Respiratory Diseases: Target 3.4.1: By 2030, reduce the number of premature deaths from non-communicable diseases, including heart disease, cancer, diabetes or chronic respiratory diseases. Improving Mental Health and Wellbeing: Target 3.4.2: By 2030, improve mental health and well-being through prevention and treatment

Sustainable Development Goal 3 (SDG 3) aims to ensure healthy lives and promote well-being for all at all ages, and its progress is measured through key health indicators such as the Maternal Mortality Rate (MMR), infant mortality, HIV prevalence, tuberculosis incidence, smoking rates among youth, and the prevalence of high blood pressure. These indicators help track improvements in maternal and child health, control of communicable and non-communicable diseases, and access to essential health services. Achieving SDG 3 requires a coordinated effort from governments, non-governmental organizations, healthcare professionals, and the broader community to implement effective health policies, raise awareness, and ensure quality healthcare services are accessible to everyone, especially vulnerable populations.

Relationship between CBLA and SDG 3:

Competency-Based Learning (CBL) is an educational approach that emphasizes the development of specific competencies needed to solve real problems, including in the context of health and well-being in accordance with the Sustainable Development Goals (SDGs) 3. This approach focuses not only on theoretical knowledge, but also on practical applications that can improve students' critical thinking abilities. Application of CBL in Improving Critical Thinking Skills:

Problem-Based Learning Model (CBL)

Problem-Based Learning (CBL) is an educational approach that places students as the center of learning, where they are faced with real problems that must be solved. This method not only enhances students' conceptual understanding but also critical thinking skills, collaboration, and the ability to apply knowledge in real-world situations. Key Characteristics of CBL that distinguish it from traditional teaching methods:

Relevant Issues: Students are faced with problems that are complex and relevant to everyday life for example Students may be asked to complete projects that focus on one of the SDGs, such as reducing pollution or improving access to clean water. In this process, they must analyze the problem, collect data, and formulate effective solutions. Collaborative Learning: Students work in groups to discuss and solve pollution problems and find solutions,

thereby improving social and communication skills. Active Engagement: Students are actively involved in the learning process, from identifying problems to finding solutions. Reflection: Students are invited to reflect on their learning process and the results achieved, helping them understand the concept more deeply.

Examples of CBL Implementations Some studies have shown the successful implementation of CBL in a variety of educational contexts, e.g. Medical Education: In many medical schools, CBL is used to teach students about disease diagnosis through case studies of patients and health issues. Engineering Education: In engineering programs, students can engage in product design projects that solve specific engineering problems including maintaining environmental health. Social Sciences: In sociology or anthropology courses, students can investigate social problems such as poverty through field research.

Collaboration Activities

CBL often involves group work where students discuss and share perspectives on health and well-being issues. Through these interactions, students learn to consider various points of view and develop logical arguments. In the context of SDGs 3 welfare, students can carry out projects that focus on the development of sustainable food products. They must work together in groups to collect data, analyze information, and design effective solutions to improve equitable access to food for communities. Students in high school can undertake projects that focus on the development of sustainable local food products. They must conduct research on food needs in their area, identify local resources that can be utilized, and design food products that can be sold at affordable prices. In another study, collaborative activities succeeded in increasing students' critical thinking skills from 39% to 94% in several meetings, suggesting that an active and collaborative learning environment greatly influences the development of these skills

Involvement in Real Projects

CBL encourages students to engage in real projects related to public health. For example, students might conduct research on healthy lifestyles in their communities or design health campaigns. This activity not only adds knowledge but also the ability to analyze and evaluate students regarding health problems around them.

Relevance to SDG 3: Health and Well-being

Problem-Based Learning (CBL) is an effective educational approach to improve students' critical thinking and problem-solving skills. In the context of Sustainable Development Goal (SDG) 3 which focuses on "Health and Well-being", CBL can make a significant contribution to achieving these goals. The following is an explanation of the relationship between CBL and SDG 3.

CBL allows students to get directly involved in real health issues, such as controlling infectious diseases or improving access to health services. Using this approach, students can: Study Health Issues in Depth: Students can analyze real-life cases related to public health, such as the AIDS epidemic, tuberculosis, or malaria, and find effective solutions. Raising Awareness: Through issue-based projects, students can raise their awareness of health issues facing their communities.

Development of Critical Thinking Skills

CBL encourages students to think critically and creatively in finding solutions to health problems. This is especially important in the context of SDG 3, where many challenges require innovative approaches. Data Analysis: Students learn to collect and analyze health data, which helps them understand the factors that affect public health. Decision Making: By engaging in evidence-based decision-making processes, students can develop strong analytical skills.

Collaboration and Teamwork

CBL often involves group work, where students work together to solve problems. This creates a collaborative and supportive learning environment. Social Interaction: Students learn to communicate and collaborate with their classmates, which is important in public health contexts where interdisciplinary collaboration is essential. Developing Empathy: Through

group discussions about health issues, students can develop empathy for others and understand the social impact of health issues.

Real Action for Public Health

CBL encourages students to not only learn theory but also take real action in their community. Community-Based Projects: Students can be involved in projects that aim to improve public health, such as awareness campaigns on balanced nutrition or vaccination programs. Impact Evaluation: Students can evaluate the impact of the projects they undertake, giving them a hands-on understanding of the importance of health interventions.

Supporting Health Policy

By integrating CBL into the health education curriculum, schools can support government policies in achieving SDG 3. Healthy Indonesia Program: CBL can be used to support the Healthy Indonesia Program with three pillars: healthy paradigm, health services, and national health insurance. Through CBL, students can understand the importance of promotive and preventive approaches in health services. Stakeholder Engagement: CBL can also engage a wide range of stakeholders, including local governments and non-governmental organizations, to collaborate on health projects. By implementing CBL, students are not only trained to think critically but also prepared to contribute to the achievement of SDG 3. The critical thinking skills developed through CBL allow students to: Analyze Health Data: Students can evaluate statistical data about public health and understand the factors that influence them. affect well-being. Developing Creative Solutions: With critical thinking skills, students can formulate innovative solutions to complex health problems. Raising Health Awareness: Through community-based projects, students can disseminate important information about health and well-being to the wider community.

CONCLUSIONS

Problem-Based Learning (CBL) has great potential to support the achievement of Sustainable Development Goal (SDG) 3: Health and Well-being. By prioritizing relevant health education, developing critical thinking skills, team collaboration, real action in the community, and supporting national health policies, CBL not only increases students' understanding of health issues but also prepares them to become agents of change in their communities. The integration of CBL in health education is very important to create a young generation that is sensitive to health problems and able to contribute to improving the welfare of the community as a whole. The implementation of CBLA is in line with the national education policy which emphasizes the importance of competency development as part of efforts to improve the quality of human resources in Indonesia. As such, the CBLA supports the national educational goal of creating individuals who are not only academically intelligent but also have practical skills that can be applied in society. Overall, CBLA makes a significant contribution to the development of competencies needed by students and the world of work, as well as supporting the achievement of broader educational goals. With this approach, education can become more relevant and responsive to the needs of society and the world of work today.

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