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CAPTURING THE IMPLEMENTATION OF SDGS INDICATORS REFERRING TO THE IMPACT RANKINGS AT A PRIVATE UNIVERSITY IN INDONESIA

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ABSTRACT

This article examines the integration of Sustainable Development Goals (SDGs) at Maranatha Christian University (MCU) in Indonesia through its involvement in Times Higher Education (THE) Impact Rankings. MCU, which began operating in 1965, now has nine faculties and they all play a part in the attainment of sustainability by the institution. The research uses qualitative methods whereby focus group discussions are carried out with structural officers to establish the reasons for MCU's alignment with SDGs. The examination showed that MCU's strategic emphasis on sustainable development is grounded in its institutional values and mission. In addition, this position has seen it being ranked among the best private higher educational institutions in Indonesia by THE Impact Rankings 2023 reflecting its substantial input to different SDGs. It highlights the challenges and opportunities facing MCU as it attempts to integrate sustainability into both academic and operational frameworks. Moreover, collaboration among stakeholders such as academicians, learners, or outside partners will create a conducive environment for sustainable practices. Ultimately, the study contributes to an extensive discussion on how higher education can contribute towards achieving SDG goals thereby offering implications for other educational establishments that seek to improve their sustainability practices while implementing the SDGs.

KEYWORDS: - Sustainable Development Goals (SDGs), Times Higher Education (THE), Impact Rankings.

1.INTRODUCTION

In September 2015, the United Nations (henceforth referred to as UN) announced the manuscript named 'Transforming Our World: the 2030 Agenda for Sustainable Development' which was

reinforced by worldwide leaders in a consensual way. This indicated the beginning of a new universal elaboration program starting from January 1, 2016, aimed at attaining seventeen sustainable development goals for the year 2030 (refer to figure 1). [1].

Figure 1: Sustainable Development Goals (SDGs)

Sustainable development is a wide-ranging and complex idea that includes goals for the United Nation's fellow countries aiming to adopt various closely interconnected objectives: to eradicate excessive poverty; to stimulate continuous, inclusive, and sustainable economic growth; to ensure sustainable consumption and production; to accomplish social inclusion and universal wealth, health, and wellbeing; to guide an equitable income growth of the population; to preserve and sustainably handle the world's natural resources; and to sustainably foster global peace. Therefore, the insight of sustainable development is examined in three elements explicitly: the economic, the social, and the environmental aspects. However, the viewpoints should not be interpreted in a naive sense, which means a shared understanding of the given concept or phenomenon. [2]. If the targets of the various goals are to be accomplished, their interconnectivity as seen from the analysis of the SDGs cannot be overemphasized. Due to the nature of authority, it is essential to have a coherent and fully synchronized system of initiatives from the national level down to local societies involving all relevant actors: governmental, society, business, and educational such as universities. [3].

It also necessitates activities from the governments; the process of achieving any of the SDGs consequently provokes policies' interconnectivity across various areas. But professionalism is not enough; the political commitment is of little use if there are no mechanisms to regulate the implementation process. Nevertheless, it can be concluded that governmental contribution is irreplaceable for the realization and further advancement of quality education in compliance with the principles of SDGs. However, positively, the initiatives that may start coming from numerous sources, for instance, universities, may help to implement the concept of SDG's quality education [4]. The prospective of universities as the leaders in the achievement of the SDGs can hence be condensed based on the key considerations below. Universities are incredibly useful institutions to involve in research and education on all the aspects of the SDGs [5]. Also, universities are well-known and acknowledged as unbiased and authoritative bodies. Scholarly investigation, creation, and effective university learning consequently stand out as the key determinants for reaching out for the SDGs around the world. [6].

Accordingly, education is considered an applicable means of changing the society. One can also be active in facing the current societal problems, and new issues, and try to avoid the undesirable consequences of previous actions and decisions for them by having an effective education system. The understanding of universities as social instruments for the introduction of the values of society and the orientation of scientific innovation towards the accomplishment of socially desirable objectives is evident. This view extends further than being able to supply and respond to the needs of market economies. Besides augmenting the cognition dimensions of education, universities play a fundamental role in the development of appropriate values and attitudes as well as the behaviors needed for the construction of better societies [7].

In general, the global responsibility to the fulfillment of the SDG offers the university the possibility of teaching, research, community service, and articulation with external agents and society. The targets listed as benefits of universities engaging with the SDGs can all be traced back to the impact that this engagement will have on the worldwide community. Any university has an honorable duty to strengthen the society to which it belongs, and in turn, a society that is fulfilled gives benefits in return to the institution, those engaged in it, and learners. Universities increase the prospects of SDGs being fulfilled mainly because universities underpin the realization of development goals [6] & [8].

Nevertheless, only a few universities have comprehended this opportunity, and many universities are still behind in this regard [6]. Universities have been slow in adopting SDG practices mainly because of innovativeness and lack of awareness and concern as well as inadequate support. Universities need to attend the absence of enduring policies, inadequate resources, and the lack of explicit targets in countries where higher education necessitates restructuring and revitalization to engage, achieve, and champion the SDG [9].

In Filho et al (2019), survey research was governed to participants involved university rectors and office managers, authors of the publications on 'sustainability at universities' indexed by the Web of Science database from 2007 to 2016, and participants in the world convention for sustainable development at universities. Accordingly, 167 responses from the 17 countries were received by the survey. The findings showed that the participant's level of knowledge about the SDGs was high at 78%, but in terms of the operationalization of SDGs into teaching, only 32% of the participants conveyed that the university fully integrates the SDGs into its activities. Further, 40% partially used them, 11% in some contents, and 18% did not execute or use SDGs at all. Those who have claimed an interest in trying to use SDGs in their teaching have also cited factors that they use to align why they sometimes avoid doing so. For these reasons, staff stated they receive a shortage of guidance (16 %), have few prospects (15 %), and have inadequate and insufficient resources (11 %), insufficient time (8 %), and other reasons (47 %) [6].

In the Indonesian context, it was acknowledged that universities have not fully incorporated the concept of sustainability into their operations. This statement can be backed up by facts showing that sustainability initiatives are not well incorporated into Indonesian universities. The outcome exposes that there are still a limited number of universities in Indonesia that have disclosed their sustainability report [10]. A sustainability report may therefore comprise specific information

about financial and non-financial factors about sustainability in a university. Issuing a sustainably report represents the consequence or the result of applying sustainability within the university's operations [11].

Some of the literature on the subject deals with the actualization of SDGs in universities in Indonesia. Kurniawan et al. (2020) performed a study that focused on Asian countries that requested to establish an outline of the Indonesian public universities' sustainability reporting practices. Accordingly, the content analysis executed in this study established that the University of Indonesia, which is among the trustworthy public universities in Indonesia, affords a rather impressive performance in sustainability particularly in the social, educational, and environmental dimensions. This can be detected from the available and rich information in the university's sustainability statement where there is more emphasis on social and environmental aspects and performance. Specifically, information on environmental performance takes the top percentage of the entire findings, demonstrating the management's commitment to environmental matters in the university. Additionally, the management of the university has revealed information on sixty-four indicators of social and educational performance such as social service activities, the inclusion of sustainability concepts in the university's learning curriculum, and the budgetary provision for sustainability projects [12].

The other study by Supriyatin (2020) is to assess how private universities in Indonesia were expressing and implementing sustainability strategies. The results recognized that there are nine exclusive ways for the conservation of the environment. These practices include resource division for recycling, pollution control (land, water, air), environmental product issues, biodiversity conservation, and climate change management [13].

To compare universities across national boundaries and impact short-term and long-term developments of the institutions, world ranking systems were introduced. Different stakeholders use these systems for different reasons. Universities, meanwhile, discover that the rankings are a useful way of finding their place in the world and also help to focus strategic planning and management [14]. However, most global rankings do not consider societal sectors more directly (such as open science initiatives, sustainability, or multeity) and have limited ability to answer whether universities are applying their resources toward the accomplishment of the SDGs [9].

Times Higher Education (THE) is a British magazine that was earlier known as The Times Higher Education Supplement and mainly deals with the news involving universities. THE rose to fame by releasing the annual publication of the Times Higher Education-Quacquarelli Symonds (QS) World University Rankings, which began in November 2004. THE has been regularly providing relevant performance data concerning universities to students/families, academics, university administrators, government, and industry. THE produces university rankings to assess universities' performance on an international level and for the advantage of readers who want to understand the various roles and accomplishments of universities. Originally, the methodology considered such measures as staff to students' ratio, reputation (measured through the questionnaire), citation rate, proportion of international staff and students. In subsequent years, THE has expanded its rankings portfolio by adding the Regional and Impact rankings to the already existing Global University Rankings.

Presently, THE ranks the three areas of university engagement, namely, research, impact, and teaching. Among all the released THE rankings, one of the rankings published here is the impact ranking. That is why the Impact Rankings have appeared relatively recently in 2019, and at the same time, they are the sole global achievement benchmarks that consider universities in terms of their correspondence to the UN's Sustainable Development Goals. Thus, THE provides an overall ranking and 17 separate tables indicating universities' progress toward achieving each of the SDGs (https://www.timeshighereducation.com/, accessed in Nov 2023).

To support the achievement of the SDGs, universities should carefully examine the indicators calibrated by THE Impact Rankings comprehensively and in a balanced manner in four areas; research, stewardship, outreach, and teaching (https://www.timeshighereducation.com/, accessed in Nov 2023).

In 2023, THE Impact Rankings uncovered worldwide performance tables evaluating universities based on the United Nation's SDGs encompassing 1,705 universities across 115 countries and regions (https://www.timeshighereducation.com/, accessed in Jan 2024).

Table 1 identifies the world's highest-ranked universities according to THE Impact Rankings.

Table 1: Worldwide THE Impact Rankings 2023

Rank	University	Country/ Region	Score
1	Western Sydney University	Australia	99.4
2	University of Manchester	United Kingdom	97.5
3	Queen's University	Canada	97.2
4	Universiti Sains Malaysia	Malaysia	96.9
5	University of Tasmania	Australia	96.6
6	Arizona State University (Tempe)	United States	96.5
7	University of Alberta	Canada	96.4
7	RMIT University	Australia	96.4
9	Aalborg University	Denmark	95.8
9	University of Victoria	Canada	95.8
9	Western University	Canada	95.8

Source: https://www.timeshighereducation.com/, accessed in Jan 2024

In Indonesia, 32 universities out of the total higher learning institutions participated in THE Impact Rankings 2023 which included both private and public universities. The highest rank scored in the THE Impact Rankings in 2023 at the national level is a public university, the University of Indonesia. It is also prominent to note that many private learning bodies in Indonesia also featured in these rankings as well.

Maranatha Christian University (MCU), is a research-oriented university situated in Bandung, West Java Indonesia with the mission of providing effective education. It is one of the private universities from Indonesia that has participated in the THE Impact Rankings since 2022. The university hopes to demonstrate its commitment towards the attainment of the SDGs through engagement in the Impact Rankings. The university aims at providing such evidence of improvement the university tries to demonstrate continual improvement by either coming up with new, transparent policies or providing better and more easily understandable evidence of the university's improvement every year.

It is helpful for universities in Indonesia to adopt THE Impact Rankings outlined indicators that are appropriately and proportionally balanced in the four broad categories of research, stewardship, outreach as well as teaching to support the accomplishment of SDGs.

This study intends to identify the extent of the implementation of SDGs at MCU through analysis of the Impact Rankings calibrated indicators. The objectives of this study are to address the subsequent questions:

- Why MCU has implemented the SDGs as outlined by THE Impact Rankings calibrated indicators?
- How are the practices of implementing SDG indicators in the university?
- Have the 17 SDG goals been practiced and contributed to the university's vision and mission, especially in achieving national and international rankings for higher education institutions?

2. METHODS

This research incorporated both the quantitative and qualitative data collection methods. The quantitative data, which were obtained as secondary data, included records, and documentation of the university. These were analyzed based on the indicators provided by the Impact Ranking framework. At the same time, the qualitative data, as primary data, was collected through Focus Group Discussion (FGD) where the authors interviewed officials at different positions of the university such as the faculty members and other workers from different sections of the university.

3. RESULTS AND DISCUSSION

MCU was started in 1965 with only the faculty of medicine though it has grown to an institution of higher learning. At the moment, MCU has grown to nine faculties: medicine, engineering, psychology, language and culture, business, information technology, law, art and design, and dentistry. Every faculty is subdivided into departments that provide various types of undergraduate and graduate degrees.

MCU participated in THE Impact Rankings for the initial moment in 2022. Out of 32 Indonesian universities, both public and private that responded to the participation of THE Impact Rankings in 2023, MCU is one of the upmost private universities in Indonesia according to THE Impact Rankings 2023, based on their contributions to the SDGs (see Table 2).

Table 2: THE Impact Rankings 2023 for Private Universities in Indonesia

Rank	University	Score
401-600	Telkom University	66.9-72.6
601-800	Islamic University of Indonesia	59.7-66.7
601-800	Universitas Muhammadiyah Yogyakarta	59.7-66.7
801-1000	Bakrie University	53.9-59.6
801-1000	Binus University	53.9-59.6
801-1000	Universitas Yarsi	53.9-59.6
1001+	Universitas Indo Global Mandiri	7.9-53.8
1001+	Institut Teknologi PLN	7.9-53.8
1001+	Universitas Islam Sultan Agung	7.9-53.8
1001+	Maranatha Christian University	7.9-53.8
1001+	Satya Wacana Christian University	7.9-53.8
1001+	Universitas Teknokrat Indonesia	7.9-53.8
1001+	Institut Teknologi Nasional Bandung (ITENAS Bandung)	7.9-53.8

Source: https://www.timeshighereducation.com, accessed in 2024

Exploring data collected in the focus group discussion with structural officers of MCU identified several reasons why this university has chosen the SDGs using the indicators proposed by THE Impact Rankings:

- Alignment with institutional values.

It is worth mentioning that MCU's values of integrity, care, and excellence freely correlate with the United Nations' SDGs. They offer a clear guide of how the university could effectively respond to challenges happening around the world and at the same time accord with what the institution stands for.

Integrity. This value finds its expression in areas such as free and open access, proper disclosure, compliance with the law as well as integrity in all development initiatives related to the SDGs. MCU expresses a high commitment to the goals of sustainable development, supported by ethical guidelines while practicing actions making respect human rights and keep humanitarian values.

Care. The value of care is seen in MCU since it cares for the surrounding communities and the environment. By focusing on the communities' needs of local and international and implementing sustainability, the university makes its actions relevant to SDG aims at minimizing poverty, enhancing health, and preserving the environment.

Excellence. Competition fosters creativity and quality in MCU's SDG activities due to the desire to produce quality work. Promising to show a high level of commitment to the achievement of the best results, the university works on the elaboration of SDG-aligned curricula, carries out research activities, and fosters cooperation.

- Enhanced global reputation.

Involvement in the Impact Rankings and implementation of the SDGs will help the university in increasing its global profile. This can in turn help the university attract international students, faculties, and research collaborations to enhance multiculturalism in a university.

- Improved quality of education.

Thus, involving the SDGs in the curriculum can mean in its broadest sense a more complete education for students and society. If the university ensures that the solutions to the problems provided in the courses and projects are real-world problems and matters of sustainable development, then the university will be preparing its students to be world-class citizens.

- Attracting funding and partnerships.

This way the university can show its compliance to the achievement of the SDG and this can open up the university to potential funding and partnerships locally and internationally. This can include extra means for research, infrastructure, and a way to attract the public's attention.

- Compliance with regulatory requirements.

Some of the activities that relate to the international or national accreditation process may necessitate the university to prove its sustainability and social responsibility.

Among the 17 assessment criteria used in THE Impact Rankings to measure progress towards SDGs, MCU stands out in 4 criteria (see Figure 1), notably in the area of:

- Criteria 5, gender equality (the achievement of parity and the expansion of women's and girls' power of any age);
- Criteria 4, quality of education (provide education of reasonable quality and cost that can be made accessible to all the people; also focus on the idea of lifelong learning);
- Criteria 11, sustainable cities and colonies (develop urban and human habitations that are smart, peaceful, resilient, and sustainable);
- Criteria 17, environmentally sustainable, and partnerships for the goals (improve every mechanism for its implementation and revive the international cooperation for sustainable development).

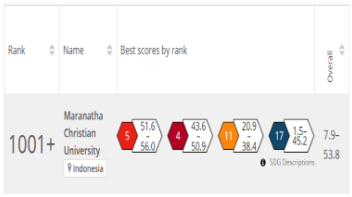

Figure 2: Score of MCU based on THE Impact Rankings 2023

As it has been established in the case of THE Impact Rankings, the latest assessment score for MCU is still rather low. In understanding these results, the following discussion will explore THE's method of assessment for the Impact Rankings of universities [15]. Moreover, impressions got from the interviews with MCU officials regarding their views on SDGs endeavors in MCU compliant with THE Impact Rankings' indicators, as well as valuable recommendations on how MCU can improve the achievement of goals noticed by the framework, based on the indicators will be discussed. THE Impact Rankings utilize meticulously calibrated metrics to offer through and equitable evaluations across four major domains (https://www.timeshighereducation.com, accessed in 2024):

- Research, this is one of the most obvious and traditional ways in which a university could presumably facilitate the accomplishment of the SDGs through the conduct of research on appropriate issues.
- Stewardship, stewards hold substantial resources which include, physical and financial facilities, staffs, faculties and students of universities. Nowadays, universities are in charge, and this is vital for the development of the SDGs.
- Outreach, location plays a notable part in the institutions of higher learning, and the coordination of universities with their surrounding communities at the sectional, regional, national, as well as international level is another critical channel via which they can support sustainability.
- Teaching, it has a central function in producing enough professional personnel for the SDGs to be met, and for every graduate to take sustainable responsibility for endeavors when they leave school.

There are 17 goals in the SDGs set and THE Impact Rankings covers all these goals in university ratings. The simplified option of providing information may involve providing data on as many of the SDGs as the university can engage with. Each SDG is associated with a number of indicators employed for judgment of the university's achievement in relation to the stated goal. The full ranking is based on the data on 17 SDGs and at least three other indicators. It believes that any university can join the ranking if it provides information about the SDGs and three other indicators. Usually, the data used concerns the year extending from January to December that is the closest to the calendar year.

The rankings are designed to serve many universities by making the provided information requirements to join as low as possible. Any university that has an undergraduate or post graduate program is allowed to participate; research is used in the evaluation process but there are no strings attached to the amount of research conducted. THE retains the power to exclude universities that are implicated in data faking or any other changes that have eroded their credibility.

Apart from the overall ratings, THE Impact Rankings also provides the results of individual SDG in 17 separate tables. The universities involved supply and endorse their institutional data for application in the rankings. If there is a particular data point missing in the data collection process, as it is usually the case with THE Impact Rankings, then it defaults to zero.

The ranking of the university is calculated on the given parameters in the following manner. All the SDG scores are normalized such that the highest point that any SDG would receive when

calculating the roundly point is 100, while the lowest point will be 0. This adjustment also ensures that even if the cut off marks differ slightly from one or many of the SDGs, all universities are treated faithfully without prejudice to the particular SDGs for which data they submitted. These standardized scores are then used to define the programmatic emphases identified with the SDGs in which a university performs most distinctively, potentially being different from the SDGs in which a university has the highest ranks and scores because of unscaled scores.

The evaluation is based on the SDGs on an individual basis with universities being ranked depending on their engagement in the identified goals that they have reported. In order to participate in the comprehensive ranking, the universities have to fill in data for at least four of the SDGs, starting with the 17th SDG Partnership. In case a university submits data but is not included in the general ranking, still, it will be ranked on the basis of the SDG data it offered. The score for the final index, SDG 17 is directly used to compute the overall score and contributes up to 22% of the total scale alongside three of the other SDG scores for which data is reported contributing 26% each of the total scale.

The upcoming description will outline the metrics and indicators specified by THE for four SDGs in 2023, as well as the performance indicators for various activities and policies undertaken by MCU in pursuit of implementing SDG 17, along with the three highest scores from other SDGs:

SDG 5: Gender Equity

Far from being a mere moral imperative it is a prerequisite towards achieving a world of dignity, freedom, security and justice for all. That's why, offering women and girls with balanced access to education is crucial for achieving gender parity, however, universities have another mission – to promote gender equality within their society. This parameter evaluates the extent to which universities ensure the enforcement of access to education and in turn, promote the academic progress of women.

The metrics of Gender Equity are:

1. Research on gender equity.

This metric focuses on research pertaining to gender equality concerns; the extent is based on the proportion of papers for the specialty in the top 10 percent cited journals while the quality is based on the number of papers produced. This is measured by elements including, but not restricted to; the comparison of the university's total publications in research that has been authored by women; ratio of the university's papers on gender parity that fall within the top 10 % of journals as per Citescore benchmarking; and, total number of papers that focuses on gender equity.

2. First-generation feminine students as a proportion of total female students.

The components of this metric include the total enrollment of feminine students entering into a degree program at the university in the year 2021 and the first-generation female students, meaning the first time in the family of the student that they enroll in a university for a degree course in 2021.

3. Student access measures.

The indicators for this metric include; It is a regular practice to assess and report the publication and acceptance rates of women; Women's priority consideration in relation to application, acceptance, entry, and participation in various programs; Appropriate access programs for women, for example, mentoring; and encouraging applications in areas where there are few women.

4. Proportion of senior female academics.

This measure is expressed as the proportion of the women in the high-ranking jobs in the university. High level can involve professors, dean or high ranking official in a university or other comparable institutions. This category does not include honorary posts.

5. Proportion of women getting degrees

This is figured by the number of women that attained a degree then dividing it by the total number of degree award recipients.

6. Women's progress measures.

The indicators for this metric include; non-discrimination policy for women; non-discrimination policy for transgender individuals; maternity and paternity policies that facilitate women's involvement; childcare facilities attainable to students; childcare facilities accessible to staff; mentoring programs for women with at least 10% student participation; monitor graduation rates of women versus men and implement measures to address and disparities; and policy ensuring protection for individuals reporting discrimination.

Data for the metrics of gender equality of MCU in 2021 is shown in Table 3.

Table 3: Data for Metrics of Gender Equality of MCU 2021

Metrics	Value
Proportion of first-generation female students	
Number of students	6,531
Number of students commencing a degree program	1,349
Number of first-generation students commencing a degree program	779
Number of women commencing a degree	926
Number of first-generation women starting a degree program	506
Student access measures	
Does your university systematically track or measure the application and acceptance rates for women?	Yes
Does your university have a policy (e.g. an access and participation plan) addressing women's applications, acceptance/ entry, and participation at the university?	Yes
Does your university have a policy, such as an access and participation plan, that addresses women's applications, acceptance, entry, and participation at the university?	Yes

Does your university encourage applications from women in subjects where they are underrepresented?	Yes
Proportion of senior female academics	
Number of employees	817
Number of academic staff	479
Number of senior academic staff	90
Number of female senior academic staff	50
Proportion of women receiving degrees	
Number of alumni	1,592
Total number of alumni by subject area (STEM, medicine, arts & humanities or social sciences)	1,487
Number of alumni STEM	237
Number of alumni medicine	455
Number of alumni arts & humanities/ social sciences	795
Total number of female alumni by subject area (STEM, medicine, arts & humanities or social sciences)	932
Number of female alumni: STEM	69
Number of female alumni: medicine	330
Number of female alumni: arts & humanities/ social sciences	533

Women's progress measures	
Is there a policy in your university that prohibits discrimination against women?	Yes
Are there policies in your university that encourage gender and particularly women to participate in research activities during maternity and maternity childbirth periods?	Yes
Does your university provide accessible childcare facilities for students to enable mothers to attend university courses?	Yes
Are childcare facilities available for staff and faculty at your university?	Yes
Does your university provide women's mentoring programs with a participation rate of at least 10% among female students?	Yes

In Table 3, it is evident that MCU is concerned with gender equality. The university did not input research data because THE directly verified the research publication online. MCU obtained a core of 41.2 from THE. Regarding the metric of proportion of first-generation female students, it is noted that 68.64% of women are initiating a degree; 64.96% of first-generation women are initiating a degree; 55.56% of senior academic staff are female; and 62.68% of female alumnus are by subject (STEM, medicine, arts & humanities/ social sciences).

In the admission requirements set by MCU, the university accepts new students in any field of study who meet the specified academic qualifications, without any gender restrictions. Similarly, in

the regulations for staff recruitment and senior staff development, MCU focuses on performance achievements and meeting established qualifications without gender discrimination. Students also have opportunity to obtain scholarships based on the fulfillment of academic and administrative requirements without gender distinction. As an institution, MCU promotes applications from women in all subjects by partnering with other universities, community clusters, government agencies, and Non-Governmental Organizations (NGOs) in provinsial or nationwide campaigns. These collaborations enable female students to obtain scholarships for studying specific fields. Furthermore, MCU has established maternity and paternity policies to support women's participation. These policies, outlined in the company regulations, include maternity leave for female staff. Additionally, MCU provides accessible childcare facilities for staffs and students, enabling new mothers to attend university courses or work at the university. These childcare services are managed by the Faculty of Psychology and include daycare facilities. MCU supervises the Directorate of Student Affairs and Alumni, which routinely organizes self-development programs, including leadership training and career development initiatives for both students and alumni. These programs are available to all students regardless of gender.

SDG 4: Quality Education

This criterion emphasizes universities' contributions to early childhood and eternal learning, their research on educational quality, and their dedication to inclusive education. The metrics of Quality Education are:

1. Research on early years and eternal learning education.

This metric assesses the percentage of research manuscripts that are noticed or downloaded; percentage of research papers in the best 10% journals according to Citescore; and total number of publications.

2. Ratio of graduates with a pedagogy qualification.

THE assesses the percentage of graduates who earn a degree qualifying them to teach at the elementary school level in their nation to evaluate a university's support for early childhood education.

3. Eternal learning measures.

The indicators of this metric are; free availability of educational materials for non-university individuals; publicly accessible educational activities, including lectures and specific course; vocational training events for non-university participants; community-based educational outreach programs, involving local schools; and inclusive policies ensuring these actions are attainable to everyone, irrespective of ethnicity, faith, disability, immigration status, or gender.

4. Proportion of first-generation students.

This metric is calculated by dividing the number of students beginning a grade who are the first in their imminent family to adhere university by the total number of students beginning a grade.

The metrics of Quality of Education of MCU in 2021 is shown in Table 4.

Table 4: Metrics of Quality Education of MCU 2021

Metrics	Value
Proportion of Graduates with teaching qualification	
Number of alumni	1,592
Number of alumni who received a qualification that permitting them to teach at elementary school level	13
Lifelong learning measures	
Does your university provide free access to educational resources like computers, libraries, online courses, lecture attendance for individuals who are not enrolled?	Yes
Does your university organize events accessible to the general public such as public lectures and community education programs?	Yes
Does your university offer any educational outreach programs that may include special presentations outside of the classrooms including schools, community health programs, and volunteering student programs?	Yes
Does your university have a policy that ensures these activities are available for everyone regardless of their color, faith, physical ability, nationality, or gender?	Yes
Proportion of first-generation students	
Number of students	6,531
Number of students commencing a degree program	1,349
Number of first-generation students commencing a degree program	779

In these metrics, THE obtained data about research done on early years and lifelong learning education from the publications on the web which meant that MCU did not feed this data into the system. MCU received a score of 47.3 from THE. MCU provides students with an option to participate in some off-campus activities, for instance, the campus teaching program. In this program, students teach in primary schools in rural areas as teachers to other young learners. In 2021 the students undertook this initiative and 0.82% of them were involved. The University allows other stakeholders particularly non university students to access the educational resources for free, this comes on the form of free online learning via a digital learning platform in addition to free access to the library subject throughout to the library measures though. MCU also arranges seminars, workshops, competitions and exhibitions on the university that the public can also attend International and National. MCU conducts health promotion programs through community service programs for education in the rural areas, school, and churches. The university also encourages student association activities that enhance students' fellowship and interaction as this will also enable them to make friends and interact socially. MCU has a policy that guarantees that all activities are accessible. It is stated in the student code of ethics. Number of first-generation

students is 20.66 %, which means that 20.66% of the students starting their degree programs are the first in their imminent family to adhere university. This can be seen as positive because a big part of the incoming students' population comes from families with no prior experience in higher education, highlighting the university's role in providing educational opportunities to students from underrepresented backgrounds. Thus, it is essential for the university to regularly analyze and work on enhancing its cooperation and assistance to achieve equal opportunities for all students in obtaining higher education.

SDG 11: Sustainable Cities and Communities

This criterion is different from the current perceptions of sustainability as the element of resource conservation and considers the part of a university in conserving the community's history. It looks at the institution's research into sustainability, its oversight of arts and heritage and its organizational sustainability. The metrics of Sustainable Cities and Communities are:

1. Research on sustainable cities and communities.

These metrics include the percentage of manuscripts published in the top 10% Citescore of the journals, the Cited Field-Weighted Citation Index of the university's research papers, the total document and publication, with an emphasis on research of relevance to sustainable cities and communities.

2. Support of arts and heritage.

The indicators of this metric are; the university make some cultural build up, such as, building or monument, or a scenery of natural heritage, available to the public; make university libraries, museums and collections' as well as green areas, open to public; performance a concert as artists for the public; and archive local history.

3. Expenditure on arts and heritage.

This indicator gauges the proportion of the university's overall budget allocated specifically to arts and heritage.

4. Sustainable practices.

The indicators for this metric are; set targets for sustainable commuting; promote sustainable commuters; endorse teleworking, remote work, or compressed work weeks; provide affordable accommodation to students and staffs; ensure campuses are friendly for pedestrians; engage local authority in the planning process; build new structures to sustainable standards; and develop new facilities on brown field sites.

The metrics of Sustainable Cities and Communities of MCU in 2021 is shown in Table 5.

Table 5: Metrics of Sustainable Cities and Communities of MCU 2021

Metrics	Value
Support of arts and heritage	
Does your university provide public access to libraries, including books and publications?	**Yes**

Does your university address initiatives related to documentation and protection of cultural heritage particularly folklore, traditions, languages, knowledge of the organization' and peoples; displacement?	**Yes**
Expenditure on arts and heritage	
University spending	IDR 217,213,423,746
University spending on arts and heritage	IDR 12,980,999,675
Sustainable practices	
Is your university actively encouraging the use of environmentally friendly transport like the provision of cheap or free bus services, shared taxis, bicycle parking and storage facilities, bike lanes, bike renting services, free or discounted transit passes, car sharing, coming-in-together, or privilege parking for car sharers?	Yes
Does your university have a policy or a standard practice of supporting or permitting employees to telecommute or work remotely or have a flexible working schedule that minimizes commuting?	Yes
Does your university offer affordable housing options for employees?	Yes
Does your university offer affordable housing options for students?	Yes

THE collected data regarding sustainable cities on communities from the online publications as it did in the previous metrics. THE gave MCU a score of 25.6. Through its portal MCU offers its users access to the library in the form of publications placed on the internet, along with a great number of journals published by the university and the possibility to get access to books placed in the library. Furthermore, MCU holds many student and employee events to nurture, protect, and create awareness on cultural aspects such as music and choirs, fun celebrations, music, and choir, and research, and service-learning activities. In order to incorporate this new policy, MCU has come up with a policy that would allow employees to work online as long as the work is properly coordinated and supervised such that any project could be done online. Another aspect is an opportunity to teach online using a learning management system, where there is a platform where tutors can input things like videos, handouts and assignments which can be accessed by the students online. MCU provides housing for employees in certain areas where they can choose to pay at an agreed down payment and the rest within installments. On campus, also accommodations for students are provided though in very few numbers.

SDG 17: Partnerships for the Goals

This criterion establishes how universities support SDGs through partnership, advocacy, and reporting with other countries. It is therefore clear that the achievement of the SDGs can only be attained through the cooperation of all the partners. The metrics of Partnerships for the Goals consist of:

1. Research

Some of the factors that define this metric are; the percentage of academic publications co-authored with researchers from low or lower-middle-income countries and the number of publications addressing the 17 SDGs.

2. Relationships to support the goals

The indicators for this metric are; collaborations with provinsial NGOs and governments for SDG policy; cross-sectoral discussions about the SDGs with governments or NGOs; joint efforts at the international level for data collection related to SDGs; advocating for best practice regarding the SDGs on the global level; collaborations with NGOs on SDGs through student volunteering, research or formal education.

3. Publication of SDGs reports

THE asked if universities release certain statistics on their performance in line with the 17 SDGs laid down below. Further credit was given for making the documents publicly available.

4. Education on the SDGs

This metric focuses on what measures universities are taking towards preparing future generations for sustainable development, based on the following sub-indices; provision of core generic education in sustainability and the SDGs for all students; offering of distinct topical courses teaching sustainability and the SDGs; and sustainable outreach education to the university's stakeholders including alumni, neighbors, and refugees.

The metrics of Sustainable Cities and Communities of MCU in 2021 is shown in Table 6.

Table 6: Metrics of Partnership for the Goals of MCU 2021

Metrics	Value
Relationships to promote the goals	
Does your university contribute to the development of your country or region's SDGs by identifying issues, finding solutions, simulating potential changes, and tracking and reporting advancement and interferences?	**Yes**
Is your university engaging in any international collaboration or practice, such as data collection or evaluation of the SDGs?	**Yes**
Publication of SDG reports	

Please specify if your university publishes progress against SDG 1 - SDG 17	**Overall report**
Education for the SDGs	
Does your university commit to providing relevant and meaningful education about the SDGs that apply all students' accross the institution?	**Yes**
Does your university offer dedicate courses, whether full degree programs or electives, that focuses on sustainability and the SDGs?	**Yes**
Does your university conduct dedicated outreach educational activities for the broader community, including alumni, residents, and displaced individuals?	**Yes**

THE accesses online publications containing papers and articles related to the seventeen SDGs. Score for this metric obtained by MCU is 13.6. Regarding relations for the support of the goals, MCU is in partnership with a foundation that advocates for environmental protection and management. In collection of data for the SDGs, MCU is involved through holding of workshops. MCU provides an overall report to the progress of the realization of the SDGs by the quality assurance unit. Concerning education for SDGs, MCU includes the ideas and objectives of goals into learning curriculum, ensuring students obtain the understanding about the principles of SDGs and equip them for the tasks and prospect of sustainable development.

The 17 Sustainable Development Goals (SDGs), accepted by all UN member countries in 2015, represent a universal exclamation to action. MCU, as a private university in Indonesia, is not exempt from this call. The university faces the challenge of aligning its operations with the SDGs and developing a suitable framework for assessing its performance in this regard. Therefore, MCU engages in the rankings because MCU recognizes that the primary purpose of engaging such rankings is not only to evaluate the academic reputation and research of the university or to promote university performance, but also to gauge how far university have contributed to society. Some of these SDGs have been selected to be submitted to THE partly based on the university's profile, mission, and values. In this regard, MCU stands out in 4 criteria, notably in the area of gender equality, quality of education, sustainable cities and communities, and partnership for the goals. Thus, it is quite understandable that due to the above-discussed reasons rega regarding geographic location, the disclosed information, the absence of complete data in certain dimensions or for some reported years or the university may have little or no involvement in SDG 2 (nil hunger), SDG 7 (affordable and clean energy), SDG 13 (climate action), SDG 14 (life below water) or SDG 15 (life on land).

Nevertheless, MCU shall still be able to take positive action on other aspects of other SDGs, such as SDG 1 (no poverty, through research into poorness and support for disadvantaged students and community members), SDG 3 (good sanity and well-being-by focusing on health-related research and supporting healthcare professions and the sanity of both students and staffs), SDG 6 (clean water and sanitation-through water research and management), SDG 8 (decent work and economic

growth-by promoting research and employment), SDG 9 (industry, innovation, and infrastructure-by fostering innovation), SDG 10 (reduced inequalities-by addressing social inequalities and promoting diversity), SDG 12 (accountable consumption and production-by promoting the efficient use of resources and minimizing waste), and SDG 16 (peace, fairness, and robust institutions-by fostering peace and fairness).

In other words, commitment to build on those positive actions will lead to a better position in the Impact Rankings. According to De La Poza, et al.'s research, universities that are higher ranked in THE Impact Rankings are more likely to be more focused on knowledge transfer to the industry, hence meeting their socioeconomic obligations [8].

4. CONCLUSION

In conclusion, this research has answered the research question in measuring the level of implementation of SDGs in MCU, a private university in Indonesia based on the calibrated indicators of THE Impact Rankings. The results show that the university has a strong fit of its performance indicators with the calibrations done to arrive at the indicators used in THE Impact Rankings, as a sign of MCU's support for the achievement of the SDGs, particularly in SDG 5 on Gender Equality, SDG 4 on Quality Education, SDG 11 on Sustainable Cities and Communities as well as SDG 17 on Partnerships for the Goals.

Focus Group Discussions conducted with the various officials of the university sought qualitative information which included; all the officials stressing the fact that sustainability should form part of the vision and mission of the university but they experienced some constraints of geographic location, the disclosed information, and certain dimensions. MCU notes that participating in the Impact Rankings helps to bring out its dedication to the SDG, MCU is engaged in the activity with great passion and the belief in the importance of advancing the values of educational quality and social justice. Therefore, the study underlines the need for the ongoing and continuous fostering and improvement of sustainability activities and underlines further benefits of the ongoing active work on the strengthening of the link between the university and the SDGs.

Given the position of the university in global sustainable development, an understanding of the impact of the SDGs is critical. this simply means that there are still activities that need to be captured and supported by evidence as having been delivered by MCU in so far as sustainable development is concerned. Also, it is necessary to develop other indexes or indicators for the analysis of universities' works concerning sustainable goals, discuss the methodological questions, and gather information worldwide.

Future researchers could focus on exploring the specific inhibitors that prevent a full integration of SDGs into university curricula and activities. Furthermore, there should be comparative studies carried out between public and private universities in Indonesia to better understand which approach is more effective for sustainability. Other important areas of research are the investigation of community engagement and partnerships as tools for elevating sustainable practices within higher education institutions. Ultimately, this research enables further exploration and improvement in the implementation of SDGs in Indonesian higher education institutions.

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