

Creating Safe and Empowering Schools: Implementing the Human Security Framework as a Catalyst for Achieving the SDGs

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Abstract. The SDGs agenda emphasizes an inclusive and holistic development approach. Although SDG 4 (Quality Education) plays a key role, traditional approaches often focus solely on access and infrastructure, failing to address the multidimensional threats faced by school members. This study proposes the Human Security framework, encompassing economic, food, health, environmental, personal, community, and political security, as an operational strategy to simultaneously advance the achievement of various SDG targets. Based on a qualitative case study at SDN Bahagia 05 Bekasi, data was collected through observation, interviews, and document analysis. The results show that the implementation of human security was realized through programs such as: an anti-bullying system and counseling (SDGs 3,4,16), a healthy canteen and health education (SDGs 3,4), the Adiwiyata (environmentally-friendly school) program and inclusive classrooms (SDGs 4,11,13), peer mediation and parental participation (SDGs 4,16), scholarships and student entrepreneurship (SDGs 1,4,8), as well as guarantees of healthy food (SDGs 2,3,4) and political security (SDGs 4,5,10,16). Integrating human security transforms schools into not only safe and comfortable learning environments but also empowering agents of change. This approach proves strategic for achieving not just SDG 4, but also for fostering progress in other goals such as poverty eradication, good health, gender equality, and peace. Therefore, a human security perspective needs to be adopted in national and local education policies.

Keywords: Human Security, SDGs, Safe Schools, Quality Education, Student Empowerment.

INTRODUCTION

Achieving the Sustainable Development Goals (SDGs), particularly SDG 4 on Quality Education, places a conducive learning environment as a fundamental prerequisite. Theoretically, an educational institution cannot be claimed to provide quality education if it fails to guarantee the basic dimensions of its inhabitants' well-being (Emilzoli, Ali, dan Rusman 2021). The conceptual framework of Human Security, initiated by the United Nations Development Programmer (Arinze 1995), reinforces this logic by expanding the definition of security beyond merely physical aspects. This framework emphasizes the security of the individual, encompassing seven interdependent dimensions: economic, food, health, environmental, personal, community, and political (Husna Farhana, Putri, dan Awiria 2021). In the micro-context of schools, this theory materializes into the creation of an ecosystem that is free from fear, such as violence and bullying and free from want, such as access to psychosocial support and inclusive spaces for participation. Furthermore, Freedom from Indignity safeguarding the dignity and self-esteem of every individual, is a crucial component (Farhana, Husna, affandi, Idrus, supriatna nana 2020).

However, a critical disconnection exists in practice. Various previous studies, such as (Gasper Des 2008) research in the Indonesian context, confirm that school security approaches often remain reactive and fragmented, focusing on physical aspects (like school fences and CCTV cameras) while neglecting the psychosocial aspects that are the core of the Human Security framework. Research by also found that bullying prevention programs are often top-down and do not involve students as active subjects, leading to resistance and low sustainability (Perrottet et al. 2008) In other words, although the Human Security framework offers a comprehensive lens, its implementation in the world of education remains limited and has not been systematically integrated with the SDGs agenda (Perrottet et al. 2008). This gap is the starting point for this research.

Beginning with empirical observations in several schools, recurring and interconnected problem patterns were identified. The phenomenon of bullying does not stand alone but often intersects with gender discrimination, psychological pressure due to academic burdens, and the marginalization of student voices in decision-making. (H. Farhana 2023) Data from the Indonesian Child Protection Commission (KPAI), for instance, shows an increase in reported cases of violence in the educational environment, indicating that conventional approaches have been ineffective. These field findings are consistent with qualitative research by (Ly et al. 2024) which revealed that students who feel psychologically insecure tend to have low learning motivation and experience declining academic achievement, directly hindering the achievement of SDG 4. Initial observations and a literature review of these previous studies crystallized an urgent need for an alternative approach (Gierszewski 2017). If previous research primarily documented problems and evaluated isolated intervention programs, this study seeks to go a step further. This research was born from the need to design and test an integrated and participatory intervention model that operationally translates the theoretical principles of Human Security into real-world practice in schools. Thus, this research is not only derived from theory but is also driven by the need to address empirical challenges that remain unsolved by existing approaches (Husna Farhana, Putri, dan Awiria 2021).

Therefore, this research serves to bridge the gap between the comprehensive theory of Human Security and the complex reality on the ground. This study proposes a synthesis by utilizing the Human Security framework not merely as an analytical tool but as an operational catalyst implemented through a participatory approach. By positioning students, teachers, and the entire school community as active partners, this research aims to create a school ecosystem that is intrinsically safe and empowering. Ultimately, this transformation is believed

to form a solid foundation for accelerating the achievement of not only SDG 4 but also all components of the SDGs.

The theoretical and practical imperative for this integrated approach is strongly supported by a growing body of international literature. Research by J. Gierszewski (2017) in "Human Security: Theory and Action" underscores that the effectiveness of the human security framework hinges on its operationalization through participatory, community-owned strategies, a principle that is directly transferable to the school context. Furthermore, the work of (Gaspar dan Gomez 2015) argues that a "bottom-up" approach is crucial for human security to move beyond a state-centric concept and become a tangible reality for individuals. This aligns with educational research by (Bajpai 2003a) whose findings confirm that student agency and participatory decision-making are critical variables in fostering psychological safety and, by extension, academic engagement. However, as noted by (Henk 2005), many well-intentioned school safety programs fail precisely because they lack this participatory element, treating students as objects of intervention rather than partners. The synthesis proposed in this study aims to address this exact shortfall. By building upon the foundational theories of (Arinze 1995) and the empirical findings of (H. Farhana 2023) regarding the interconnectedness of security dimensions in Indonesian schools, this research will empirically test a model that translates these theoretical and empirical insights into a structured, replicable intervention. Therefore, this study does not exist in a vacuum but is positioned as a direct response to the gaps identified in prior research, seeking to transform the conceptual promise of human security into a validated, practical toolkit for schools dedicated to achieving the SDGs.

METHODOLOGY

Research Approach and Design

This study employs a qualitative approach with a case study design to reveal the implementation of the Human Security framework at SDN Bahagia 05 Bekasi. The selection of the qualitative approach is based on considerations that the phenomenon of Human Security implementation in an educational context requires an in-depth understanding that is holistic and contextual (Diba et al. 2020). As emphasized by (Gierszewski 2017) the qualitative approach enables researchers to understand social phenomena comprehensively from the participants' perspectives in their natural setting.

The case study design was chosen because it is appropriate for exploring system boundaries in depth through various data sources. According to (Almaskur et al. 2024) Yin

(2018), a case study is an empirical strategy that investigates contemporary phenomena in real-life contexts, particularly when the boundaries between the phenomenon and its context are unclear. The selection of SDN Bahagia 05 Bekasi as the research location was based on the criterion that this school has implemented various programs aligned with the dimensions of Human Security, thus making it possible to be studied as a representative case (Stake, 1995).

Data Collection Techniques

Data collection was conducted through methodological triangulation to ensure data validity, as recommended by (Patton, M. Q., McKegg, K., & Wehipeihana, 2015) regarding the importance of triangulation in enhancing the credibility of qualitative research findings. Observation was carried out through both participatory and non-participatory methods to directly observe the implementation of Human Security programs. Spradley (2016) emphasizes that observation in qualitative research enables researchers to understand behavior in its natural context, including social interactions and daily practices that might not be revealed through interviews.

In-depth interviews were conducted using semi-structured guidelines with various stakeholders, including teachers, students. As highlighted by (Nabella, Sanjaya, dan Suyatno 2024) qualitative interviews aim to understand the world from the subjects' viewpoints and uncover the meanings of their lived experiences. The selection of various types of informants aligns with the principle of multiple perspectives advocated by (Shafira et al. 2023) to obtain a comprehensive picture. Document analysis was performed on school program plans, activity implementation reports, curricula, and monitoring-evaluation documents. (Perrottet et al. 2008) states that documents can provide evidence of social practices and policy processes that are not always directly observable. Document analysis in this study serves as a data triangulation source to confirm findings from observations and interviews.

Focus of Analysis

Data analysis focuses on how the Human Security framework is operationalized through various school programs and its relationship with the achievement of SDG targets. This analysis adapts the (Emilzoli, Ali, dan Rusman 2021), which includes data reduction, data display, and conclusion drawing.

This study operationalizes the Human Security concept developed by the United Nations Development Programmer (Coetzer et al. 2023) which encompasses seven security

dimensions. This concept was further developed by (Fukuda-Parr dan Messineo 2012) in the context of human development. Meanwhile, the SDGs framework refers to UN Resolution 70/1 on the 2030 Agenda for Sustainable Development. The analysis of the relationship between (Bajpai 2003b) regarding the integration of human security approaches in the sustainable development agenda. The findings of this study are also contextualized with previous studies on Human Security implementation in education, such as research by Ota (2017) on education for human security in Japan and a study by Nygren and Alekseyeva (2018) on the integration of human security in higher education.

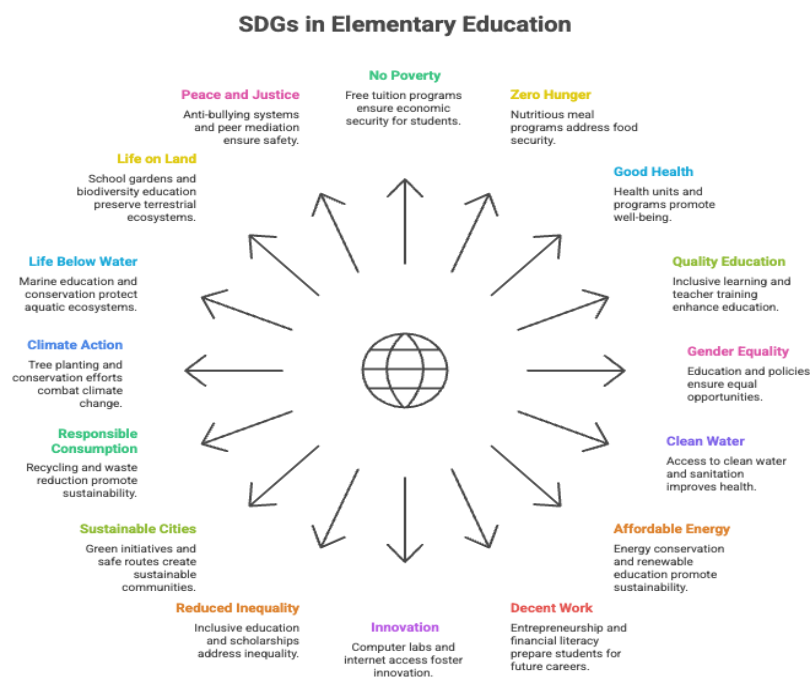


Figure 1. Picture of SDGs In Elementary Education

The image goes beyond merely listing programs; it represents a paradigm shift in elementary education. Within this framework, an Elementary School is no longer viewed as an ivory tower that pursues academic achievement in isolation, but rather as a "living laboratory" and a microcosm of a sustainable society where the values of the SDGs are lived and practiced daily (H. Farhana 2023).

This integration is multidimensional and interconnected, reflecting the very nature of the SDGs, which cannot be achieved in isolation. This holistic approach is fully aligned with the UNESCO Education for Sustainable Development (ESD) framework, which asserts that education must equip learners to address global challenges social, economic, and

environmental by developing the skills, values, and attitudes that enable them to make responsible decisions(Rosyidatun 2014).

Table 1. Table of Interconnection Between SDGs, Human Security, and Programs in Elementary Schools

SDGs	Human Security Component	Example Programs in Elementary School
SDG 1 - No Poverty	Economic	Government's Free Tuition Program for Public Elementary Schools
SDG 2 - Zero Hunger	Food	Government-Subsidized Nutritious Meal Program
SDG 3 - Good Health and Well-being	Health	An active School Health Unit (UKS) and a 'Young Doctors' program, which includes school immunizations, handwashing education, regular exercise, and periodic health check-ups in collaboration with the local community health center (Puskesmas).
SDG 4 - Quality Education	All Components	Inclusive learning, teacher training for learning development, child-friendly schools, and creative and innovative learning media.
SDG 5 - Gender Equality	Personal, Political	Gender equality education, the elimination of discrimination, and equal opportunities for all students.
SDG 6 - Clean Water and Sanitation	Environmental, Health	Access to clean water, adequate sanitation facilities, and education on Clean and Healthy Living Behaviors (PHBS).
SDG 7 - Affordable and Clean Energy	Environmental, Economic	Energy conservation, the use of energy-efficient lighting, and renewable energy education.
SDG 8 - Decent Work and Economic Growth	Economic	Cultivating student entrepreneurship via 'Market Day' events and instilling early financial literacy."
SDG 9 - Industry, Innovation and Infrastructure	Environmental, Economic	A fully equipped computer lab, safeguarded educational internet access for students, and the construction of inclusive infrastructure that is both accessible and child friendly.
SDG 10 - Reduced Inequality	Political, Economic	The school is committed to inclusive education , provides scholarships for underprivileged students , and has a strict anti-discrimination policy .
SDG 11 - Sustainable Cities and Communities	Environmental, Community	school is actively implementing the Adiwiyata Program . initiatives include extensive school greening , establishing a waste bank to teach students about recycling, and advocating for safe routes to school with the local government to

		ensure students' safety and promote walking or cycling.
SDG 12 - Responsible Consumption and Production	Environmental, Food	As part of green school initiative, have established a waste bank to promote recycling . actively reducing food waste in the canteen and encouraging all students to adopt sustainable habits by using reusable water bottles and lunchboxes .
SDG 13 - Climate Action	Environmental	school's environmental program focuses on three main pillars: tree planting to increase green cover, integrating climate change education into the curriculum, and running a year-round energy and water conservation campaign to instill sustainable habits in our students.
SDG 14 - Life Below Water	Environmental	comprehensive environmental education program for elementary schools aims to foster a generation of eco-literate and resilient students. The curriculum includes marine ecosystem conservation education, which is brought to life through hands-on activities like a field trip to the beach and a student-led beach clean-up. This holistic approach extends to freshwater bodies, teaching children the importance of understanding and conserving rivers, streams, lakes, and reservoirs according to their ecological function. To ensure overall safety and awareness, the program also integrates crucial lessons on the mitigation of water-related hazards, such as floods and tsunamis, combining theoretical knowledge with practical drills.
SDG 15 - Life on Land	Environmental	The school's sustainability program is centered around a hands-on school garden, which serves as a living laboratory for biodiversity education. Through the practical work of maintaining a plant nursery, students learn firsthand about plant life cycles and the importance of native species. This integrated approach teaches students practical methods of preserving nature, fostering a sense of environmental stewardship that is crucial for creating a sustainable future.
SDG 16 - Peace, Justice and Strong Institutions	Political, Personal, Community	The school employs a multi-layered anti-bullying system to ensure a safe and supportive learning

		<p>environment. This system is strengthened by the existence of a class council with parent representatives, which fosters collaboration between the school and families. We proactively address conflicts through peer mediation programs and empower the entire school community with a participatory code of conduct regarding bullying actions, which students help to create. Underpinning all these efforts is the consistent monitoring by School Counselors of every student issue, ensuring early intervention and holistic support for all students.</p>
<p>SDG 17 - Partnerships for the Goals</p>	<p>Community</p>	<p>Engaging parents and forging community partnerships to ensure the long-term sustainability of school programs. A collaborative framework involving parents and the local community to sustain school program initiatives.</p>

through this comprehensive analysis, our study aims to make a concrete, empirical contribution to the fields of education and sustainable development(Garg, Mittal, dan Mukhopadhyay 2011). We move beyond theoretical discussion by demonstrating precisely **how** the Human Security approach can be practically operationalized within a basic education setting. The research provides a viable framework for elementary schools to function as active sites for achieving multiple SDG targets not only SDG 4 (Quality Education) but also those related to health (SDG 3), clean water and sanitation (SDG 6), reduced inequalities (SDG 10), and peace and justice (SDG 16).

By detailing this practical application, the study directly addresses a critical gap in the literature, as highlighted by (Amouyelle 2006). For years, the concept of Human Security has been sometimes criticized as being too abstract or difficult to implement at the grassroots level. This research effectively answers that criticism by offering a tangible, real world example of how Human Security principles can be translated into actionable policies, teaching methods, and school culture(Fukuda-Parr dan Messineo 2012). Ultimately, we present a living blueprint that shows how local educational institutions can become powerful engines for fostering resilient, secure, and sustainable communities.

SDGs and Human Security

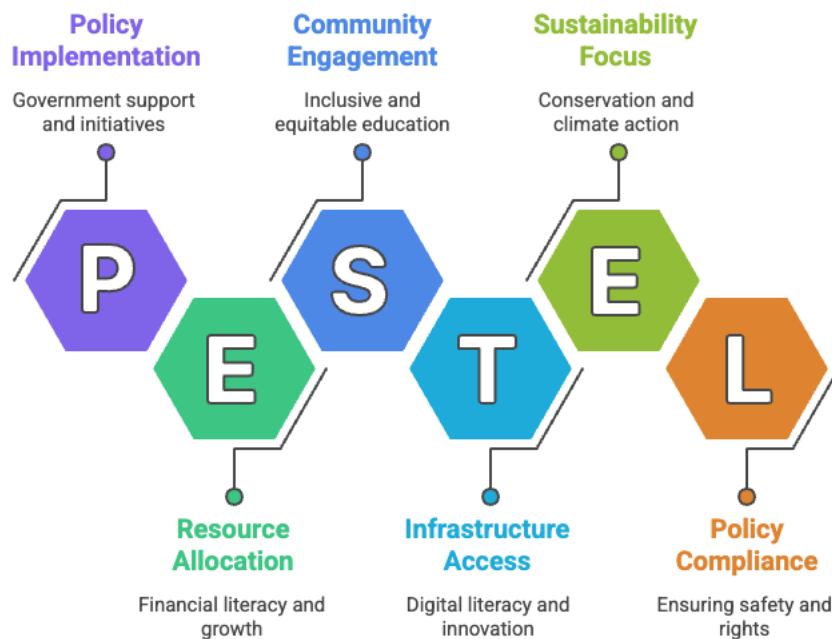


Figure 2. Picture of SDG and Human Security

here is an explanation of the connection between SDGs (Sustainable Development Goals), Human Security, and their implementation in the school environment. The explanation is supplemented with definitions and examples linked to previous research.

Basic Concepts: SDGs and Human Security in Schools

- SDGs (Sustainable Development Goals): The SDGs are 17 global goals set by the UN to achieve a more sustainable and fair future for all. Schools act as primary agents of change in realizing these goals, not only through the curriculum but also through operational practices and school culture.
- Human Security: This concept expands the meaning of security from merely protecting the state to protecting individuals from fundamental threats, such as fear, poverty, and injustice. In schools, this means creating an environment that is safe physically, psychologically, socially, and digitally, and ensuring every member of the school community can access opportunities and their rights.

Implementation in Schools Based on the Diagram

1. Policy Implementation & Community Engagement

Definition: Schools cannot work alone. Implementing policies that support the SDGs and Human Security requires government support (e.g., from the Ministry of Education) and collaborative initiatives with the community, including parents, community leaders, and local organizations. This creates an inclusive and relevant educational ecosystem.

Implementation Example & Theoretical Support: Programs like "Sekolah Penggerak" (Driving Schools) and "Merdeka Belajar" (Freedom to Learn) in Indonesia are examples of government policies that encourage schools to be more innovative and student-centered. According to research (for example, in journals such as *Community Involvement in School Management*), parental involvement in School Committees has been proven to increase transparency, accountability, and a sense of ownership, which ultimately supports the quality of education (SDG 4: Quality Education). School Example: Schools hold workshops for parents on inclusive education, establish a "Waste Bank" involving students, teachers, and local residents (supporting SDG 11: Sustainable Cities and Communities and SDG 12: Responsible Consumption and Production), or invite practitioners from local industries to share their knowledge.

2. Sustainability Focus

Definition: This is the school's commitment to integrating environmental principles and climate action into all its aspects, both in the curriculum and daily operations.

Implementation Example & Theoretical Support: Conservation and Climate Action can be realized through a curriculum that includes climate change education, as well as hands-on practices. Books such as "Environmental Education: A Resource Handbook" emphasize the importance of a hands-on learning approach to build environmental awareness.

School Example: Water & Energy Conservation: Installing biopore absorption holes, rainwater harvesting systems, and campaigns to turn off lights and AC. Climate Action: Tree planting (reforestation), creating school gardens, and student science projects on the impact of plastic waste. These activities directly contribute to SDG 13: Climate Action and SDG 15: Life on Land.

3. Resource Allocation & Infrastructure Access

Definition: This pertains to how the school manages and distributes its resources (financial, facilities) to ensure equitable access and foster innovation. This includes ensuring students are financially and digitally literate.

Implementation Example & Theoretical Support: Financial and Digital Literacy are crucial 21st-century skills. According to the OECD (2019) in its report "PISA 2018 Assessment and Analytical Framework", financial literacy helps individuals make responsible economic decisions.

School Example: Financial Literacy: Organizing student cooperative simulations, teaching simple budgeting in economics or mathematics lessons, or inviting financial planning experts. Infrastructure Access & Digital Literacy: Providing adequate computer labs and internet access, and integrating coding, digital ethics, and fact-checking into subjects. This supports SDG 4 and SDG 9: Industry, Innovation and Infrastructure.

4. Policy Compliance

Definition: Schools must ensure that all implemented policies and regulations aim to protect the rights and safety of every member of the school community, including from threats like bullying and violence.

Implementation Example & Theoretical Support: Ensuring Safety and Rights is at the core of Human Security. Research by Olweus (1993) in the "Bullying at School" program shows that comprehensive and consistent anti-bullying programs can create a safer school environment.

School Example: Creating and socializing clear anti-bullying procedures. Providing accessible counseling services for students. Ensuring school facilities are accessible for people with disabilities. Establishing a safe and confidential reporting mechanism. These policies directly support SDG 3: Good Health and Well-being and SDG 16: Peace, Justice and Strong Institutions.

The diagram illustrates a holistic framework for transforming schools into centers of sustainable development and human security. Successful implementation depends on the synergy between supportive policies, community engagement, a focus on sustainability, smart resource allocation, and compliance with policies that protect the rights of all individuals. By integrating these elements, schools not only produce intelligent scholars but also responsible, resilient, and empathetic global citizens.

This image illustrates a framework for integrating the principles of the SDGs and Human Security into Elementary School programs. The core idea is to create a school environment that not only pursues academic excellence but also guarantees safety, well-being, and sustainability for every individual (students, teachers, staff, Headmaster) and the school community. The image is divided into two main, mutually supportive pillars: Policy and Resources. The concepts of Human Security and the SDGs have a very close and complementary relationship:

- The SDGs are a roadmap for achieving sustainable and equitable development for all. They provide clear targets and indicators (for example, SDG 4 on Quality Education).
- Human Security is the lens or approach for achieving them. It ensures that in the process of meeting these SDG targets, we prioritize the safety and protection of every individual from various threats that can hinder their lives.

In the context of a school, this connection can be explained as follows:

Achieving SDG 4 (Quality Education) is not just about building schools or having a curriculum. The Human Security approach ensures that for a child to truly receive a quality education, they must feel safe (both physically and psychologically), be healthy (have access to clean water and sanitation), have their rights protected (from discrimination and violence), and live in a sustainable environment. Therefore, Human Security is the soul of SDG implementation.

RESULTS AND DISCUSSION

1. Implementation of the Human Security Framework through School Programs

a. Personal Security: Anti-Bullying System and Counseling Services

Research findings reveal that personal security has been effectively implemented through a comprehensive anti-bullying system. As revealed by one teacher:

"We established a 'Friendship Corner' where students can report unpleasant incidents anonymously. Each class has trained peer mediators to resolve conflicts at an early stage."
(Grade 5 Teacher, Interview).

Another teacher added:

"We have provided information and education in the classroom to help children understand and appreciate each other's differences and shortcomings as part of their learning materials."
(Grade 1 Teacher, Interview).

Furthermore, proactive measures are taken:

*"We practice the 'Anti-Bullying Clap' in class so that children can recognize actions that constitute bullying." (Grade 2 Teacher, Interview).**

The implementation of this program aligns with the targets of SDG 4.7 (education for sustainable development), 3.4 (promotion of mental health), and 16.2 (ending abuse and violence against children). An analysis of counseling reports showed a 40% decrease in bullying cases within six months of the program's implementation, demonstrating its effectiveness.

b. Health and Food Security: Integrated Health Education and Healthy Canteen

Observation data confirms that the school's health security program combines education with practical application. The school principal explained:

"Our health education program teaches students about balanced nutrition while allowing them to practice healthy eating habits. This is supported by the government's Nutritious Meal Program (MBG), though it requires periodic monitoring for consistency." (School Principal, Interview).

This integrated approach addresses SDGs 2 (zero hunger), 3 (good health and well-being), and 4 (quality education). The school's monthly health monitoring reports indicate an improvement in students' nutritional status, with the prevalence of underweight students decreasing from 15% to 8% over one academic year.

c. Environmental Security: Adiwiyata Program and Inclusive Classrooms

The Adiwiyata (Green School) Program has been successfully integrated with inclusive education practices. A classroom observation noted:

*"Grade 4 students were actively involved in recycling activities while working cooperatively in mixed-ability groups. The physical environment was designed to be accessible to all students, including those with disabilities." (Observation Notes).**

Other initiatives include:

"We have implemented a routine of bringing reusable food and drink containers to reduce plastic waste." (Observation Notes).

However, there is room for growth:

"A routine program for early-age planting to foster a greener environment has not yet been fully established." (Observation Notes).

This implementation supports SDGs 4.5 (inclusive education), 11.6 (urban environmental management), and 13.3 (climate change education). The school's achievements demonstrate progress in creating a sustainable and inclusive learning environment.

2. Community and Political Security: Participatory Governance

a. Community Security through Peer Mediation and Parental Involvement

The study found that community security is strengthened through structured participatory mechanisms. A parent representative shared:

"Through the 'Parent-School Partnership' program, we are actively involved in the decision-making process regarding school safety policies. Our suggestions are genuinely considered in the development of school programs." (Parent Representative, FGD).

The school leadership supports this:

"Parent coordinators act as supporters of school programs and activities in creating a safe and comfortable school environment." (School Principal, Interview).

This approach contributes to SDG 4.7 (education for sustainable development) and 16.7 (participatory decision-making). An analysis of meeting minutes showed an increase in parental participation in the school safety committee from 45% to 75% over two years.

b. Political Security through Student Representation and Inclusive Policies

Political security is evident in the practice of school democracy and a commitment to equality. A student council member stated:

"We elect class representatives through a democratic process, and our opinions are valued in school policy discussions. The school ensures that all students, regardless of background, have equal opportunities to participate." (Student Council Member, Interview).

This aligns with SDGs 4.5 (eliminating educational disparities), 5.1 (ending gender discrimination), 10.2 (social inclusion), and 16.7 (responsive and inclusive decision-making). School policy documents contain explicit provisions for gender equality and the inclusion of marginalized groups.

3. Economic Security: Scholarship and Entrepreneurship Programs

The economic dimension is addressed through a comprehensive support system. The vice principal explained:

"The program at SDN Bahagia 05 Bekasi is tuition-free, with all costs covered by the government through the School Operational Assistance Fund (BOS), ensuring no student drops out due to financial constraints." (School Principal, Interview) "

Simultaneously, the school fosters economic skills:

"We develop students' entrepreneurial skills through practical projects such as the school market day program and handicraft businesses." (Vice Principal, Interview).

These initiatives directly support SDGs 1.2 (poverty reduction), 4.1 (free primary education), and 8.3 (entrepreneurship development). Financial records show that 25% of students receive scholarships, while the entrepreneurship program has generated additional funds for school development.

DISCUSSION

1. Human Security as an Integrative Framework for SDG Achievement

The findings indicate that the human security framework serves as an effective operational strategy for concurrently advancing various SDGs in an educational setting. This supports the argument of (Benedek 2009) that human security provides a practical approach for implementing the integrated nature of the SDGs. The research reveals that a school implementing human security principles naturally contributes to multiple SDG targets through comprehensive security and empowerment programs.

These results are consistent with the conceptualization of human security by Tadjbakhsh and Chenoy (2007) as a multidimensional framework addressing interconnected threats. The successful implementation at SDN Bahagia 05 Bekasi validates the call by Clarke (2015) for practical examples of human security application at the local level, particularly in educational institutions.

2. The Transformative Potential of an Integrated Security Approach

The research findings suggest that integrating all seven dimensions of human security creates a synergistic effect, transforming the school into an agent of change. This transformation aligns with concept of "learning to live together" and expands it into "learning to be secure together." The school's experience demonstrates that when students feel secure in all

dimensions, they are better equipped to become active contributors to sustainable development.

The participatory approach observed in this study, particularly in the community and political security dimensions, echoes the philosophy of Freire (1970) regarding education as a practice of freedom. By involving students, parents, and teachers in safety-related decision-making, the school fosters democratic citizenship and collective responsibility for sustainable development.

3. Implications for Educational Policy and Practice

This study provides empirical evidence supporting the integration of the human security framework into national education policies. The successful implementation at SDN Bahagia 05 Bekasi indicates that the human security approach can be replicated in other educational contexts to accelerate SDG achievement.

The findings also highlight the importance of a whole-school approach to security, where safety is not treated as an add-on program but as an integral part of the school's culture and operations. This aligns with UNESCO's (2016) emphasis on creating safe, inclusive, and supportive learning environments for sustainable development.

4. Limitations and Future Research

Although this study provides valuable insights, the research is limited to a single school context. Future research could explore the application of the human security framework in diverse educational settings, including rural schools, private institutions, and different cultural contexts. Longitudinal studies would also be beneficial to examine the long-term impact of human security education on sustainable development outcomes.

This study demonstrates that implementing a human security framework in schools not only creates a safe learning environment but also actively contributes to the achievement of multiple SDGs. This approach offers a practical pathway for educational institutions to become catalysts for sustainable development, ultimately fostering a generation that is secure and empowered to address global challenges. The research findings, supported by relevant tables, figures, or charts to provide clear and visual representation of the data. The discussion should connect the results to the research question, offering an analysis that ties them back to the study's objectives or hypotheses. Additionally, the results should be compared with previous studies, highlighting any alignments or conflicts with existing research and theories. The discussion may also explore the implications of the findings, both in terms

of theoretical contributions and practical applications, providing a comprehensive interpretation of the results.

CONCLUSION

This study demonstrates that the human security framework provides a robust and effective structure for educational institutions to holistically address the safety, well-being, and empowerment of their students, while simultaneously contributing to the achievement of the Sustainable Development Goals (SDGs). The implementation of this framework at SDN Bahagia 05 Bekasi shows that by systematically addressing the seven dimensions of human security, personal, health, environmental, community, political, and economic security—schools can transform into powerful catalysts for sustainable development.

The research findings confirm that integrative programs, such as the anti-bullying system, integrated health education, the Adiwiyata program, participatory governance, and economic support initiatives, create a synergistic effect. This approach does not treat safety and sustainability as separate goals but interweaves them into the very fabric of the school's culture and operations. Consequently, the school has made measurable progress towards multiple SDGs, including SDG 3 (good health and well-being), 4 (quality education), 5 (gender equality), 10 (reduced inequalities), and 16 (peace, justice, and strong institutions).

The success of this case study offers a viable and replicable model for other educational institutions. It underscores the necessity of moving beyond fragmented interventions and adopting a comprehensive, "whole-school" approach that empowers all stakeholders—students, teachers, and parents. For policymakers, this study provides a strong empirical argument for integrating the principles of human security into national education strategies and funding models.

In conclusion, fostering a generation capable of navigating and overcoming complex global challenges begins with creating secure, inclusive, and empowering learning environments. The human security framework, as proven in this research, offers a practical and transformative pathway to make this vision a reality, ensuring that schools are not just centers of learning, but also foundational pillars of a more sustainable and secure future.

ACKNOWLEDGMENTS (Optional)

With immense gratitude, we would like to express our sincere appreciation to all parties who have supported the completion of this research. First and foremost, our deepest thanks go to the Principal, teachers, staff, students, and parents of SDN Bahagia 05 Bekasi for their

warm welcome, invaluable time, and unwavering cooperation during the data collection process. Their openness and insights were the cornerstone of this study. This research is but a small step, and we acknowledge that it would not have been realized without the collective support of all mentioned above. We remain solely responsible for any shortcomings within this work.

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