Integrating UNSDG in International School’s Curriculum: Nurturing a Sustainable Society in Malaysia

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ABSTRACT
The purpose of this study is to evaluate the impact of integrating Sustainable Development Goals (SDG) into International School Curriculum, and to adapt Education for Sustainable Development using Ajzen’s theory of planned behaviour, Roger’s diffusion of innovation theory and Stern’s value belief norm (VBN) theory to nurture a sustainable society. The study narrowed five development goals; Zero Hunger (SDG 2), Clean Water and Sanitation (SDG 6), Sustainable Cities and Communities (SDG 11), Climate Change (SDG 13) and Life on Land (SDG 15) to evaluate the impact towards international school’s curriculum in order to nurture a sustainable society.

Data was collected from 105 teachers from 5149 full time teachers in International Schools in Malaysia. The questionnaire focusses on indicators from Sustainable Development Goals and funnelled down to understand whether these indicators will impact the objective of these research, which is to nurture a sustainable society through integrating SDGs in International School Curriculum.

The data was analyzed through SPSS application where correlation test were conducted and produce nonparametric correlation results in p<0.001 which indicate a very high significant of relationship between SDGs and sustainable society.

Key words: Sustainable Development Goals, Education for Sustainable Development, Sustainable Society
1 Introduction

Sustainable Development Goals (SDGs) is an initiative by the United Nation in the Agenda 2030 to transform our world (United Nation, 2015). In the Eleventh Malaysia Planning (2016-2020), it was designed keeping into consideration the commitment made by Malaysia in September 2015 during the General Assembly on 2030 Agenda for Sustainable Development (New Delhi Times, 2018). In addition, the theme for the plan was “Anchoring Growth on People”. These implementations create a new look for a better Malaysia, and it must be started to groom from the bottom, to be more precise during early age of education. Through Malaysia Education Blueprint implementation (2013-2025), the focus to include sustainable development progress was seen mostly at tertiary level of education (Ministry of Education). Hence, integrating these SDGs into curriculum structure of education would make the objective stronger and meaningful to sustain for a longer term of period with a motive to live a sustainable society.

Figure 1.0: Sustainable Development Goals (SDGs) (Source: UN in collaboration with Project Everyone, 2015)

There are 17 goals as indicated by the United Nation as shown in Figure 1.0 above. These indicators are objectives to be reached by a country to obtain a sustainable society. These goals will be the key points to evaluate the impact of integration into curriculum structure. Taking United Nations International School (UNIS) framework, there is a high chance of producing a sustainable society if the education or the input were given as early as primary and secondary level.

This is to re-engineer the students thinking skills and problem-solving criteria to overcome the problem faced by current world today. Looking into the vast outlook of the UNIS framework, three theories can be seen that works best into the framework, which are Theory of Planned Behaviour, Diffusion of Innovations Theory and Value Belief Norm Theory. All these theories indicate on how humans behave in an environment where the decision and problem-solving skills are created according to the organizations, innovations and also the value of an activity that relates to mother nature and people.

Upon looking into the structure of our Malaysia education framework, it emphasizes more to International Schools participation as there is an indication of improving the quality of education to international standards (Shift 1 – Malaysia Education Blueprint, 2013). Hence there is a need to check whether our international schools in Malaysia are integrating the ideas...
of sustainable goals into their framework, but then it will be for future study where the
government can officiate them (Mahat & Idrus, 2006) For this study, the focus will be to
evaluate the link between the goals into curriculum structure which leads to sustainable society.
Hence the flow of this study pertaining to the purpose, there will be selected goals from 17
goals as shown in Figure 1 above will be selected based on their progress report in initial
assessment in 2017. Malaysia is seriously taking into measurement consideration by launching
of the National Sustainable Development Goals (SDG) Progress Monitoring System by
Department of Statistic Malaysia in 2019 (DOSM, 2019). Hence as the educator’s part, we
must really put in effort to uphold the country’s objective and goal and implement them into the
heart of the teaching to create a well-planned sustainable society for future generations.
The method of analysing this study is done through questionnaire survey toward Malaysia
teachers into their view of integrating the goals into International School curriculum and the
data collected will be analyse further using SPSS to evaluate the significant link between the
variables mentioned later.

1.2 Background of study
‘Beyond Classroom’ was the term used to redefine the shift of the new education system in
Malaysia in conjunction to the direction of United Nation Agenda 2030 – Sustainable
Development Goals and also through the implementation of our government’s planning
(Eleventh Malaysia Plan (2016 – 2020), retrieved on 10 July 2019). As laid in the Star Online
newspaper by Remar, 2019, it is said that one of Malaysia state, Johor has adopted the
OpetGuru application to change the way subjects are taught with added value to go beyond
classroom (Star Online, 2019). PAK21 Campaign is also a progress made by the Education
Ministry to align education towards 21st Century Learning Campaign. But then, there are some
redundancies on the implementation of this ideas into the heart of teaching curriculum as most
of the schools are still struggling into adapting this method due to lack of factors such as
infrastructure, the funds to equip with the latest technology (PADU, 2018)

1.3 Problem Statement
A well-developed sustainable society will be a key to reduce all the social problems arising in
the primary and secondary schools in Malaysia. Hence the focus should shift into nurturing
sustainable society where the students will learn to change and learn for change as quoted by
the Koichiro Matsuura, the Director-General of UNESCO. The vision of UNESCO itself states
that everyone must have the opportunity to benefit from quality education and learn the values,
behaviour and lifestyles which will be the essential key point for a sustainable future through a
positive society transformation. Malaysia after the commitment for Agenda 2030 has to evolve
the implementation of “Program Sekolah Lestari’ which was implemented in 2005 into a well
fruitful outcome with conjunction of Sustainable Development Goals (Malaysia Education
Blueprint, 2013). This merge lifts the curriculum standards in most Malaysia government schools. International Schools were not looked into this concept as they came under the classification of international
whereby the curriculum standards will be following the guidelines of other linked countries.
International schools tend to stand into their own classification and standards where even
though it is good but then a need to integrate the sustainable development goals into their
curriculum structure is essential to ensure a well stable growth of student’s generation are
produced to cultivate the effectiveness of future Malaysia in the eye of the world. Even though
the stress to include certain subjects as a compliance to run the school, the measurements and
assessments are not being studied to indicate how these subjects being implemented aligned to
Ministry of Education’s (MOE) framework.
The main problem that can be seen here is that when the country could not achieve a society with sustainable knowledge and cautious, the country is pretty much likely to be moving towards the end of time itself. Saying that, if the curriculum structure is not focusing into sustainable precautions, most likely the nature of students produces in times to come will tend to deflect into negativity whereby more cases such as racism comments, burning of religious building, bullying different race students and many unwanted cases will increase which result into poor quality education outcome in Malaysia. Hence a sustainable society will preserve and maintain and uplift the quality of education in Malaysia and promote Malaysia education into the eyes of the world with proper channelled medias and organisations.

1.4 Research Objective (RO)
The objective of this study is examining the impact of Sustainable Development Goals on International Schools Curriculum to maintain and uplift the quality education of Malaysia. Hence 5 SDG goals out of 17 goals will be focused into consideration which will be as below:

RO1: To examine the impact of integrating Zero Hunger (SDG 2) to International Schools in order to nurture a sustainable society to uplift the education quality in Malaysia.

RO2: To examine the impact of integrating Clean Water and Sanitation (SDG 6) to International Schools in order to nurture a sustainable society to uplift the education quality in Malaysia.

RO3: To examine the impact of integrating Sustainable Cities and Communities (SDG 11) to International Schools in order to nurture a sustainable society to uplift the education quality in Malaysia.

RO4: To examine the impact of integrating Climate Change (SDG 13) to International Schools in order to nurture a sustainable society to uplift the education quality in Malaysia.

RO5: To examine the impact of integrating Life on Land (SDG 15) to International Schools in order to nurture a sustainable society to uplift the education quality in Malaysia.

1.6 Significant of study
This research purely acts as a proposition to Ministry of Education to understand the gap in international school level on its acceptance on embracing the idea of introducing or imparting the SDG goals into their teaching curriculum with some aid from the government and public. Different sustainable development goals will give different impact percentage towards international curriculum. Hence the ministry can access their implementation into international schools through monitoring and assessment to get all schools to align accordingly with three phase of work progress based on Malaysian Education Blueprint planning rubrics.

2 Literature Review

The idea of sustainability was created by United Nation when it first establishes the need to restore the idea of reactivating the destroying Earth and save it for future generations. This chapter will discuss on the literature of the variables that are being inserted into the conceptual framework together with 3 underpinning theories which is deem to be acknowledge as the theory that justifies the implementation of integrating the SDGs in International School’s curriculum to nurture a sustainable society to uplift the education quality of Malaysia. First question to answer will be “Why International school and why not other type of schools?”. As study done by Zalina and Mohd Fakri in 2006, it shows that there is no clear evidence of definitive framework in training the professionals to be environmentally literate. The study recommends the third party organisations of more training programs related to sustainability,
the revision of existing curriculum to inculcate sustainability awareness at lower years and the incorporation of humanistic aspects of sustainability into education. This was supported by Chee et al. in 2018 where they said that integration of technology-enhanced teacher education on raising awareness of SDG. Technology-enhanced courses should be integrated regularly in teacher education to reaffirm role of teacher as a vehicle of social change in sustainable development. To be more precise, International schools have an uneven terrain of international education practices that favors parent host as sites of knowledge production and consumption which creates a gap into focusing at National requirement of standards (Lien, 2019).

2.1 Sustainable Society
Discussion which relates to family connection, public concern towards social welfare policies, modern industrial urbanization had been a big obstacle in moving the whole organization into a sustainable society (Garbarino, 1992). Hence in the recent study on biodiversity and built environment, the reduction on the built environment on biodiversity seems to increase the biodiversity conservation (Alex & Charles, 2018). In addition, an awareness towards the effects of built environment should be taken into consideration towards a sustainable society (Alex & Charles, 2018). The world still need to work hard to stand tall on a broader platform of management studies in cultivating the sustainable society, which in turns can be producing a more ecological sound society with the environment to embrace all things into consideration when making or manipulating a decision (Pratima, 2019). The belief of student and teacher should be shift from traditional to modern by shifting the method of teaching approach to produce a better leader to sustain a green political environment in future (Thomas, 2019).

2.2 Sustainable Development Goals by United Nation (Agenda 2030)
Sustainable Development Goals (SDGs) were discussed and presented in the Agenda 2030 as a part of commitment by the countries that pledge to take in charge to address and the issues related to nature and people. Saying that, each goal decided in Agenda 2030 was further separated into goal indicators where it was denoted in the report of Sustainable Development Goals indicators (Inter-Agency and Expert Group, 2016). In the Initial assessment of Sustainable Development Goals Indicators for Malaysia by Department of Statistic Malaysia in 2018 indicates that these five goals which will be discussed further below are indicated as work in progress (WIP) and it is the governments duty to push these goals and its indicators to reach the satisfactory level.

2.2.1 Zero Hunger (SDG 2)
As updated by the United Nation Development Programme, it was reported that the number of undernourished people has dropped by almost half in the past 24 years (UNDP, retrieved on 10th Aug 2019). Food security becomes a major part of angle where more serious focus needs to be imparted to demolish the environmental degradation (UNDP, retrieved on 10th Aug 2019). Similarly, there was reported cases on extreme hunger and malnutrition as 90 million children who are under five years old is considered in underweight (critical level) (UNDP, retrieved on 10th Aug 2019). Hence a proposal to create a sustainable agriculture were put forth to be accomplish by the year 2030 (UNDP, retrieved on 10th Aug 2019). Thus, based on the above discussions the following hypothesis is proposed:

\[ H1: \text{There is a significant impact of integrating Zero Hunger (SDG 2) in International School Curriculum to nurture a sustainable society in future to uplift the education quality in Malaysia.} \]

2.2.2 Clean Water and Sanitation (SDG 6)
Under Clean Water and Sanitation which id the 6th goal of SDG, the most upfront issue that being reported will be the water scarcity where it affects more than 40% are drinking water.
supplies which can act as a poison to their bodies (UNDP, retrieved on 10th Aug 2019). This indirectly escalates the need of quality water to create a safe and affordable drinking water by the year 2030 (UNDP, retrieved on 10th Aug 2019). In 2015 itself, there are 4.5 billion people reported as having lacked safety managed sanitation facility and worse 2.3 billion people are lacked with basic services for sanitation (UNDP, retrieved on 10th Aug 2019). Thus, based on the above discussions the following hypothesis is proposed:

**H2: There is a significant impact of integrating Clean Water and Sanitation (SDG 6) in International School Curriculum to nurture a sustainable society in future to uplift the education quality in Malaysia.**

### 2.2.3 Sustainable Cities and Communities (SDG 11)

As reported in UNDP, around 4.2 billion people are currently living in cities hence indicating that the balance population are still living in rural area and also the “slums”. This need to be address by each country and start to upgrade the “slums” into more affordable living space with safety ensured. In the process of making sustainable cities, the country might loss out the specialty of the public transport which might help the future generation to move about from one city to another (UNDP, retrieved on 10th Aug 2019). Providing a green space and also the reduction of disaster deaths need to be addressed by each committed country by 2050 to enable mega cities to come about with safety precautions are taken care of (UNDP, retrieved on 10th Aug 2019). Thus, based on the above discussions the following hypothesis is proposed:

**H3: There is a significant impact of integrating Sustainable Cities and Communities (SDG 11) in International School Curriculum to nurture a sustainable society in future to uplift the education quality in Malaysia.**

### 2.2.4 Climate Change (SDG 13)

It is reported that there are more than 50% of greenhouse emission. Hence educating everyone with the awareness of greenhouse effects and the cons of the progress should be put forth in embarking the work to eliminate the gas emission. This include the policy, strategies and planning to overcome the issue in every country (UNDP, retrieved on 10th Aug 2019). By the year 2030, this issue need to address and come to a conclusion that most of the issues been take care and the world can restore in energy through natural trees. Thus, based on the above discussions the following hypothesis is proposed:

**H4: There is a significant impact of integrating Climate Change (SDG 13) in International School Curriculum to nurture a sustainable society in future to uplift the education quality in Malaysia.**

### 2.2.5 Life on Land (SDG 15)

As part of human responsibility, the nature and all in it expect us to work on their restoration and also protect them from being extinct. But then it becomes a heavy job for the humans as human themselves are the one who destroys and kill the animals. The poaching and trafficking of protected animals are still being done in certain countries and it is humans duty to eradicate these issues out (UNDP, retrieved on 10th Aug 2019). Improving the biodiversity by reducing the built environment as discussed, the paragraphs above should be implemented in order to sustain the ecological structure of the Earth (UNDP, retrieved on 10th Aug 2019). It is reported that every year, 13 million hectares of forest are destroyed due to the land degradation and it creates uneasiness towards the poor communities whereby their whole household are depending on this living things (UNDP, retrieved on 10th Aug 2019). Hence restoration activities need to focus on plans for conservation must be initiated by the people to start addressing this issue. The news of one of our Malaysia forest being burned down in Ulu Papar make sus to be more aware but the idea is to get this message into the mind and heart of the young ones so that the idea will still be fresh in their mind and they are ready to express and
indicate the wrong parties and activities. Thus, based on the above discussions the following hypothesis is proposed:

**H5**: There is a significant impact of integrating Life on Land (SDG 15) in International School Curriculum to nurture a sustainable society in future to uplift the education quality in Malaysia.

2.3 Theoretical discussion

2.3.1 Theory of Planned Behaviour

![Theory of Planned Behavior](image)

Figure 1.1 Theory of Planned Behavior (Ajzen, 1991)

Povey and his colleagues, 1999 found out that 42% of TPB actually interpret 57.2% which is a good predictor towards the implementation of the five SDGs to the desired main objectives. This was overtaken by the study of Spark and Shepherd in 1992, where they studied for 42% only for the variation of implementing or integrating the SGGs. Theory of planned behavior was originated from the Theory of Reasoned Action.

2.3.2 Diffusion of Innovation Theory

![Diffusion of Innovation Model](image)

Figure 1.2 Diffusion of Innovation Model (Annmarie, 2013)

This theory is used to understand the connectivity between implementation of a new curriculum and its shelf life of its credibility (Annmarie, 2013) The level shown in the figure
can related to the implementation phases in the curriculum of the SDGs and the effect would be sustainable if the implementation is being used during the Early Majority where our students are classified under that region of students.

2.3.3 Value Belief Norm (VBN) Theory

Figure 1.3 Stern’s Value Belief Norm (VBN) Theory (Stern et al., 1999)

Stern develop this idea where 3 value which has a big environmental activity where the norm activation to indulge together with link of altruistic values. This order of theory is always based towards in empirical work in social psychology (Gardner & Stern, 1996; Turaga et al., 2010). Stern in his study mentioned that the causal chain between belief and personality would result for a responsibility action that further leads into the activation of moral obligation that indirectly response the behaviour to act according to the predisposition of the valued object.

2.4 Conceptual Framework

The outcome of the discussion being done above can be summarize into below framework. The framework covers the five-independent variable (IV1-IV5) which is taken from the Sustainable Development Goals and all these five IVs are proposed in giving an impact towards the dependent variable (DV) which is to nurture a sustainable society in maintain the quality of education in Malaysia in future.

Figure 1.4 Conceptual Framework
3 Methodology

The purpose of this research is to measure the understanding and adaptation of United Nation’s Sustainable Development Goals (SDG) in International School’s Curriculum to nurture a sustainable society in Malaysia. Questionnaire approach was used to collect data from Malaysian teachers who are working in International Schools. The teachers will be the best tool to analyse as they are the first hand layer of the school who directly interacts with the students. Hence looking at the nature of this study, quantitative analysis would prefer the outcome of this research. The questionnaire was designed in such a way where the statements were linked between the five sustainable development goals (zero hunger, clean water and sanitation, sustainable cities and communities, climate change and life on land) and the sustainable society which is the dependent variable of this research.

3.1 Research design and methodology

The conceptual framework was analysed through a questionnaire which will be given to a specific group of participants. The desired participants were the teachers from international school. According to the Quick Fact report generated by Ministry of Education in January 2018, there are total of 5149 teachers who are working in international and private schools. Taking this into consideration, a total of 105 sample will be chosen based on Cohen’s Power Statistical theory. The teachers will be participating willingly and with their own consent. Hence, there are categories been given to get the participant to choose according to their profile around Malaysia states. The idea of engaging teachers as participants are to acknowledge their understanding on the essence of United Nation’s Sustainable Development Goals and considering them as an important factor to be included in teaching curriculum.

3.2 Questionnaire Approach

This study uses the approach of questionnaire whereby most of the important aspects of the variables can be examine through the range of a scale whereby the analysis will be involving the average of the points hit by the participant upon each variable key point. Questionnaire is a very direct and straightforward tool in connecting the problem, and the solution and the connectivity of a study towards participants view. Saying that, the idea of most studies was being carried out using the approach of questionnaire or known as surveys. The collection of data for this study was using the same questionnaire approach as it seems to be justifiable with the content of the purpose of this study. Descriptive analysis approach was used as the initial part of the questionnaire where the profiling of the participants took place. Even though there are many teachers in International Schools, Malaysian teacher who worked in International schools will be focused and the sample size we are looking at will be around 105 samples from all around Malaysia states. This 105 samples are justified using Cohen’s Power Analysis theory with the sample average of 3.5, test value at 4.0, standard deviation of 0.67 minimum and alpha error level of 5% which results in 100% statistical power. That means 105 samples from the population of 5149 teacher in whole Malaysia is sufficient enough to collect to analyse the outcome of this research. This research allows the data collected to be analyse using SPSS tool where two major analysis will be focused. The analysis types will be discussed further below. These analyses will directly show the connectivity of the both independent and dependent variables. The participants will be brought through a series of questions based on each independent variable category that link toward the dependent variable with scaled answer from strongly disagree to strongly agree options to provide participant to place in their desired feeling towards the
statement given. Those answers will then be collected and be categorized according to their classification and analyzed further which will be discussed in Chapter 4 later.

The data was collected using online questionnaire using google form where the identity of the participants are not to be enclosed with a strict clause on the cover of the survey. This is to protect the participant from Data Protection Act and at the same time considering the safety of the participant. The questionnaire was distributed randomly using social media platforms such as Facebook, WhatsApp, WeChat and emails. These are the platforms being used mostly by Malaysian in the current era. The data was collected over the period of two weeks and the feedback was analyzed using correlation and multiple linear regression.

4 Research Findings

The question-based survey was given to Malaysian teachers from International schools to participate and contribute to this study.

4.1 Reliability and Validity Test

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
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<tbody>
<tr>
<td>Cronbach's Alpha</td>
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<tr>
<td>Cronbach's Alpha Based</td>
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<tr>
<td>Standardized Items</td>
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<tr>
<td>N of Items</td>
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<tr>
<td>.954</td>
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</tbody>
</table>

Figure 1.5 Reliability and Validity Test Result

Since the Cronbach’s Alpha value is 0.954, it shows that the questions are 95.4% reliable towards the objective of this study. There were 2 questions removed as to increase the reliable level of the study. Those questions were from Sustainable Cities and Communities (SDG 11). This shows that the two-question asked under the section of SDG 11 does not really give an impact towards the contribution of creating sustainable society. It can be taken into consideration later part where the next phase being kicked off by the Ministry of Education, but there are no needs to implement them into the curriculum structure.

4.2 Correlation Analysis

<table>
<thead>
<tr>
<th>Correlations</th>
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<tbody>
<tr>
<td>N1 Zero Hunger (SDG2)</td>
</tr>
<tr>
<td>N2 Clean Water and Sanitation (SDG6)</td>
</tr>
<tr>
<td>N3 Sustainable Cities and Communities (SDG11)</td>
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<tr>
<td>N4 Climate Change (SDG13)</td>
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<tr>
<td>N5 Life on Land (SDG15)</td>
</tr>
<tr>
<td>DV Nurturing Sustainable Society</td>
</tr>
<tr>
<td>N1 Zero Hunger (SDG2)</td>
</tr>
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<tr>
<td>N5 Life on Land (SDG15)</td>
</tr>
<tr>
<td>DV Nurturing Sustainable Society</td>
</tr>
<tr>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>N</td>
</tr>
</tbody>
</table>

N1 Zero Hunger (SDG2) Pearson Correlation: 1
N2 Clean Water and Sanitation (SDG6) Pearson Correlation: 0.692**
N3 Sustainable Cities and Communities (SDG11) Pearson Correlation: 0.363**
N4 Climate Change (SDG13) Pearson Correlation: 0.524**
N5 Life on Land (SDG15) Pearson Correlation: 0.560**
DV Nurturing Sustainable Society Pearson Correlation: 0.495**

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 1.6 Correlation Test Result
As notice in the figure above, the significant figure for 2-tailed test on nonparametric correlation results in $p<0.001$, which indicates that the null hypothesis to be rejected. Hence there are highly significant relationship between the sustainable development goals and sustainable society variables. This indirectly shows that there are needs to include these five development goals into curriculum structure to slowly impart and expand the idea of sustainable society into the heads of students which will lead towards an improvement of education quality in Malaysia.

4.3 Multiple Linear Regression Analysis

**Figure 1.7 R^2 Value of the Research**

The R Square value for this analysis will be 0.595 which indicates the connectivity of the IV and DV which is 59.5% connected and to add to it, the Durbin-Watson value shows 1.604, which means the data in non-autocorrelated which allows the data to be analyse using Multiple Regression Analysis.

**Figure 1.8 Multiple Linear Regression Test Result**

**Regression Formula:**
Nurturing Sustainable Society = (0.22)*Zero Hunger + (0.275)*Clean Water and Sanitation + (0.119)*Sustainable Cities and Communities + (0.88)*Climate Change + (0.4)*Life on Land + 0.364 (Constant)
The P-P Plot indicates a positive linearity between IV and DV. Hence by this result, we can conclude that the objectives of this study had been obtained by creating a sustainable society through the integration of Sustainable Development Goals to International School’s Curriculum.

4.3 Hypothesis Outcome
This part is used to test whether the five hypotheses can be accepted. All the data was from 105 participants who participate in the questionnaire.

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Description</th>
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| $H_0$ rejected, hence there is a significant impact of all independent variable towards nurturing a sustainable society | $H_1$: There is a significant impact of integrating Zero Hunger (SDG 2) in International School Curriculum to nurture a sustainable society in future. (22%)
$H_2$: There is a significant impact of integrating Clean Water and Sanitation (SDG 6) in International School Curriculum to nurture a sustainable society in future. (27.5%)
$H_3$: There is a significant impact of integrating Sustainable Cities and Communities (SDG 11) in International School Curriculum to nurture a sustainable society in future. (11.9%)
$H_4$: There is a significant impact of integrating Climate Change (SDG 13) in International School Curriculum to nurture a sustainable society in future. (88%)
$H_5$: There is a significant impact of integrating Life on Land (SDG 15) in International School Curriculum to nurture a sustainable society in future. (40%) |

Figure 1.10 Hypothesis Testing
Hypothesis 1 is accepted as the null hypothesis is rejected due to the table and figure shown above. There is a significant relationship between Zero Hunger in International School Curriculum to nurture a sustainable society by 22%. From participants’ point of view, there is a
moderate need to integrate the awareness on Zero Hunger with related to the creation of society with sustainable conscious.

Hypothesis 2 is accepted as the null hypothesis is rejected due to the table and figure shown above. There is a significant relationship between Clean Water and Sanitation in International School Curriculum to nurture a sustainable society by 27.5%. From participants’ point of view, there is a moderate need to integrate the awareness on Clean Water and Sanitation with related to the creation of society with sustainable conscious.

Hypothesis 3 is accepted as the null hypothesis is rejected due to the table and figure shown above. There is a significant relationship between Sustainable Cities and Communities in International School Curriculum to nurture a sustainable society by 11.9%. From participants’ point of view, there is a less need to integrate the awareness on Sustainable Cities and Communities with related to the creation of society with sustainable conscious.

Hypothesis 4 is accepted as the null hypothesis is rejected due to the table and figure shown above. There is a significant relationship between Climate Change in International School Curriculum to nurture a sustainable society by 88%. From participants’ point of view, there is a very high need to integrate the awareness on Climate Change with related to the creation of society with sustainable conscious.

Hypothesis 5 is accepted as the null hypothesis is rejected due to the table and figure shown above. There is a significant relationship between Life on Land in International School Curriculum to nurture a sustainable society by 40%. From participants’ point of view, there is a slightly higher need to integrate the awareness on Life on Land with related to the creation of society with sustainable conscious.

5 Conclusion and Recommendations

UNESCO which stands for United Nations Educational, Scientific and Cultural Organization wrote the below phrase as its mission.

‘Everyone must have the opportunity to benefit from “Quality Education” and learn the Values, Behaviour and Lifestyle which will be the essential key point for a Sustainable Future through “Positive Society Transformation” @ “Sustainable Society”’

The Director of UNIS (United Nations International Schools) once said the students need to learn to change and learn for change which seem correlate towards the objective of this study. The results indicate that by integrating Sustainable Development Goals in International School’s Curriculum, there are high chance of creating a sustainable society and most importantly to maintain and uplift the quality education of Malaysia education system and to promote Malaysia as a country with a proper platform of sustainability conscious citizens.

The table below is portraying the level of priority that need to be looked into by arranging the independent variable in hierarchy to see the most and least significant level of integration needed.

<table>
<thead>
<tr>
<th>Ranking by impact percentage</th>
<th>Key Factor of Sustainable Development Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SDG 13 – Climate Change</td>
</tr>
<tr>
<td>2</td>
<td>SDG 15 – Life on land</td>
</tr>
<tr>
<td>3</td>
<td>SDG 6 – Clean Water and Sanitation</td>
</tr>
<tr>
<td>4</td>
<td>SDG 2 – Zero Hunger</td>
</tr>
<tr>
<td>5</td>
<td>SDG 11 – Sustainable Cities and Communities</td>
</tr>
</tbody>
</table>

Table 1.0: Raking of SDGs according to its strength of linear positivity
Thus, the ranking shows that Climate Change is in the top priority which is true as the whole country is trying to create awareness in uploading certain habits that might save Earth from having shift of weather condition from time to time. Next will be the Life on Land, where all the animals and human life are to be valued and protected and together create an awareness to protect the nature’s pure and solid work of wonders. Followed by Clean Water and Sanitation where Malaysia is still working towards a proper sanitation procedure. Zero Hunger awareness will be next in line and followed by the least which is Sustainable Cities and Communities. These ranking should be captured and put into action plan on how to create this sense of belonging and responsibility into students’ heart and mind to successfully maintain and uplift the hygiene level of Malaysia.

5.1 Contribution

5.1.1 Contribution to Ministry of Education

This research purely acts as a proposition to Ministry of Education to understand the gap in international school level on its acceptance on embracing the idea of introducing or imparting the SDG goals into their teaching curriculum with some aid from the government and public. Different sustainable development goals will give different impact percentage towards international curriculum. Hence the ministry can access their implementation into international schools through monitoring and assessment to get all schools to align accordingly with 5-years planning rubrics.

5.1.2 Contribution to Academic

A future study can be followed by this research to measure and derive a well design curriculum structure to revise the current teaching structure and uplift the education level in Malaysian.

5.2 Recommendations

Based on all the discussion done above and throughout the research conduct, there are two recommendations that can be proposed towards the future studies and to the government which are as below:

a) Sustainable Society as a Key Point for a Better Future: As what can be seen and observed, the whole world is striving into the consideration of a better and sustainable world with regards to openness towards change and willingness to approach to solve problems that relates to nature. These actions really portray Malaysians adaptiveness towards change. Saying that, the change can’t be done overnight but it is a step by step procedure starting with small steps to acknowledge and take action on activities that harm the nature and its people.

b) Sustainable Society as the platform for a better and non-racial Society: Malaysia is trying to reduce the number of incidents of media abusive comments towards races and religion. This can be seen by the effort given by Malaysia government in creating a special committee to oversee and monitor the cases being reported in yearly basis. The idea of this action is to reduce the cases of unwanted activities which will jeopardize Malaysia integrity and harmony.

5.3 Limitation of research

The study being done in Malaysia and when the questionnaire been given out through online, there was participation and the answers were being caught by the system. Once everything done, the possibility of participant to be answering the question without true intention of helping were notice on the pattern of the data. Hence there might be some biasness which can affect the reliability of this study.

The distribution of state captured when the data had been collected, it is noticed that there is a high participation of a certain state (Penang) in the pie chart. This can be labelled as some biasness being taking over even though the proportion were sent randomly and anonymously.
5.4 Future research direction
As mentioned earlier, this study can be used as an assessment for government on the implementation of curriculums of International schools in alignment to Ministry standard framework. Hence, future studies can be conducted on the effectiveness of implementation towards the idea of sustainability into curriculum framework and improve the assessment and monitoring procedure of government in International schools.
REFERENCES


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