

Sustainable Education Efforts Through Digital Platforms: A Case Study of Dreams Foundation in Dompu Regency West Nusa Tenggara

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Abstract

Sustainable education is the key to achieving long-term development goals. In the digital era, educational transformation through information technology plays an important role in expanding access and quality of learning. This study examines the strategy of Dreams Foundation, a non-formal education platform in Indonesia, in creating sustainable impacts through the Instagram account @ruangtryout. This study uses a descriptive qualitative approach with social media content analysis and documentation observation. The results of the analysis show that Dreams Foundation optimizes educational content (try out simulations, learning tips, mentoring sessions sharing experiences), facilitates social media interaction and literacy, and carries a social mission in Indonesia to increase access to higher education for the underprivileged with a target SNBT score above 750. This strategy is in line with the guidelines for sustainable education that encourage the active role of institutions in educating the public and strengthening the learning ecosystem of prospective students. In conclusion, Dreams Foundation's digital efforts have approached the principles of sustainable education management, although they need to be developed with a more systematic scale and impact evaluation. Recommendations include increasing the integration of digital services and collaboration with a wider educational ecosystem to be able to reach remote areas of the country.

Keywords: sustainable education, digitalization of education, non-formal platforms, content analysis, social media strategy.

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INTRODUCTION

Sustainable education (Education for Sustainable Development/ESD) is a global focus to achieve sustainable development (SDGs) Number 4 concerning inclusive education quality. Sustainable education emphasizes the ability of learners from both the tutor and student perspectives to face future challenges through lifelong learning competencies. In Indonesia, the independent learning curriculum initiated by Nadiem Makarieu has drawn many pros and cons. However, the digitalization of education initiative must continue to be encouraged so that the education system in Indonesia can be more adaptive and inclusive to catch up with education in developed countries (Mustapa et al, 2023). Digital transformation, such as the launch of the Rumah Pendidikan portal, aims to unify digital services to make them more accessible to all levels of society. Thus, information technology is expected to support the creation of a more equitable learning ecosystem for all groups, especially in the non-formal education sector (Clayton, R., & Shafique, A., 2025). In this context, digital-based education platforms can be an innovative vehicle to realize sustainable education, including reaching remote areas and marginalized groups.

Dreams Foundation is a non-formal education platform based in Dompu Regency, West Nusa Tenggara, which was founded to help students enter state universities through educational Try Out and learning assistance from experienced tutors. Through the Instagram account @ruangtryout, Dreams Foundation publishes educational content related to SNBP, SNBT, TOEFL materials, and various funding programs to help the nation's future

generation, learning motivation, and announces scholarship programs and free try outs. Ruang Try Out, which is led by Dreams Foundation, offers exam simulations and online learning discussions that are open to the public. Its social mission is to improve access and quality of education for students who have not been touched by conventional school services. This case study examines how Dreams Foundation implements digital management and content strategies to create a sustainable educational impact in Indonesia to support SDGs mission number 4 regarding education quality.

Digitalization has changed the global education landscape due to the presence of various online learning platforms (e-learning) such as Coursera, Khan Academy, and Google Classroom, and has become a source of learning in both formal and non-formal education. Various innovations in digital learning resources including interactive applications and AR/VR technology have increased the flexibility of the learning process and accessibility for students or learners (Yadav, S., 2025). In the non-formal realm, social media has been utilized as a place to share educational content. Social media such as YouTube, Facebook, and Telegram can be utilized as a space to share educational materials in non-formal education. Good social media literacy is needed so that the content that is spread is more positive and useful (Polanco et al, 2022). Opportunities for developing media literacy, especially social media, are wide open in non-formal education. Therefore, educational social media accounts are able to train digital skills while disseminating information to a wide audience throughout Indonesia.

Several digital education studies emphasize the importance of blended learning approaches and online community collaboration to achieve optimal results. Non-formal institutions often integrate online courses and group discussions as a complement to formal education (Dehtiarova et al, 2024). Sustainability strategies on social education platforms or social enterprises involve the dimensions such as people, planet, profit (triple bottom line), where social goals or access and quality of education are implemented professionally so that finances and organizations are also sustainable (Molina, A., & Rajagopal, 2023). In this case, marketing through digital media becomes part of strategic management, strengthening public awareness and participation in the sustainable education movement.

RESEARCH METHODS

This research is qualitative descriptive with a case study approach. Primary data were collected through content analysis of posts on the Instagram account @ruangtryout for the past 1 year, including captions, images, and follower interactions. Data collection techniques include direct observation of social media content and documentation of Dreams Foundation activities. Secondary data sources were obtained from news articles, official posts, and literature related to non-formal education. Data analysis uses the stages of content selection, categorization of educational and social themes, and interpretation of the impact on the audience. This approach is in line with previous social media content analysis methodologies, which emphasize theme identification and data triangulation for validity. Thus, this study can describe the Dreams Foundation strategy systematically and contextually.

RESULTS AND DISCUSSION

The content analysis indicates that the Dreams Foundation consistently disseminates educational materials that emphasize academic achievement and student motivation. A large portion of its digital communication is dedicated to the promotion of free try-out programs, exam preparation resources, and detailed guidance on university admission pathways such as SNBP and SNBT. These materials often include question discussions, infographic-based study techniques, and narratives of successful students who have gained admission to public universities. During the SNBT preparation period, the platform regularly publishes schedules for free exam simulations and promotes affordable preparatory courses, ensuring accessibility for students from various socioeconomic backgrounds.

Educational content is strategically designed to leverage the visual dynamics of Instagram in order to facilitate audience learning. This approach enhances digital media

literacy while simultaneously supporting non-formal educational practices (Vrabec, 2023). The integration of motivational storytelling, visual study aids, and interactive resources contributes to strengthening student engagement and fostering academic preparedness in a format that is accessible and appealing to younger audiences.

Previous studies Kumar (2024), supports the educational potential of social media platforms when utilized to bridge formal and informal learning contexts. Research has shown that digital tools can promote equitable access to academic resources, particularly in environments where disparities in educational support persist. In the Indonesian context, where structural challenges limit access to preparatory materials for university entrance, such initiatives play a critical role in democratizing education (Darmawan, 2024). The Dreams Foundation exemplifies how digital education strategies can enhance student capacity, promote academic resilience, and address broader issues of inequality within the educational system.

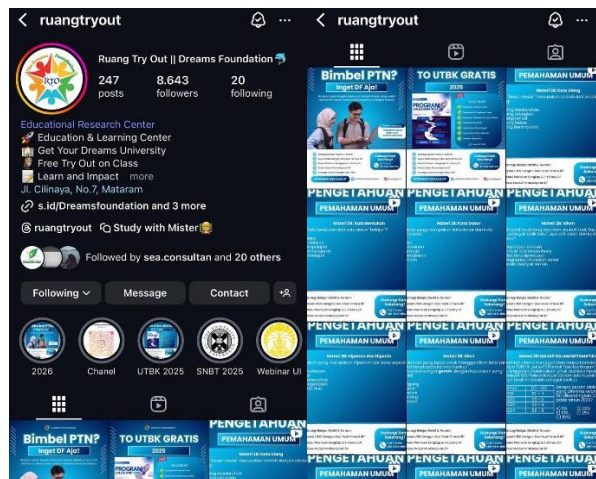


Figure 3.1 Dreams Foundation Instagram account

Source: Dreams Foundation Instagram account

Follower interaction is also a focus of the strategy. The @ruangtryout account actively invites responses through polling features, question and answer sessions, and story-quizzes. Some posts contain reflective questions (e.g., “What is your biggest challenge in online learning?”, “Which campus are you going to?”, “What major are you studying?”) or invitations to online discussions. This diversity of educational content encourages active audience engagement, which can increase learning retention and community loyalty. This pattern is consistent with the literature stating that social media literacy in non-formal education has great potential to grow collaborative learning movements. In addition, Dreams Foundation has several times held live interviews with successful alumni or educational resource persons, both outstanding teachers and lecturers, to strengthen the information extension aspect. This direct interaction strategy shows an effort to meet the needs of continuous learning because continuous education emphasizes lifelong learning that requires continuous feedback.

In the context of its social mission, the Dreams Foundation prioritizes the principle of inclusivity. The Dreams Foundation demonstrates a tangible commitment to social sustainability through a range of educational initiatives targeted at underprivileged communities. Public communications and social media content frequently highlight the provision of free educational packages for economically disadvantaged students, alongside merit-based scholarships awarded to high-performing individuals. Moreover, the brand often showcases success stories of students from low-income backgrounds who, with the Dreams Foundation’s guidance and support, have gained admission to prestigious public universities. These narratives not only serve as motivational tools but also reflect a broader strategic vision that integrates the platform’s commercial objectives with its mission to foster social empowerment. Such alignment underscores a conscious effort to implement business models that contribute to equitable educational access which is an approach that resonates strongly with UNESCO’s global agenda for sustainable education. Specifically, the

Foundation's emphasis on inclusive educational practices aligns with the Sustainable Development Goals (SDGs), particularly Goal 4, which advocates for inclusive and equitable quality education and the promotion of lifelong learning opportunities for all students.

By focusing on marginalized groups, the Dream Foundation's platform contributes to reducing educational disparities. However, the long-term sustainability impact still needs systematic evaluation. Currently, research analysis shows an increase in engagement and positive image. Overall, Dreams Foundation's strategy reflects the synergy between educational content and a responsible social marketing approach. The management of Instagram accounts as part of this educational business is close to the principle of sustainability, by integrating social goals and digitalization practices. Social media is used not just for promotion, but as an educational tool that gathers and maintains learning communities (Shek, 2021). On the managerial side, collaboration with teachers, alumni, and other institutions (for example, partnerships in webinars or online classes) shows a sustainable social network orientation. However, to improve business sustainability, Dreams Foundation is advised to follow up on the learning data that has been obtained so that it can become a more measurable program development, for example, new digital modules or more systematic topic diversification.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION

Dreams Foundation has implemented a sustainable education strategy through a digital platform effectively. Educational and interactive content through Instagram has helped reach a wide range of students, especially those with less access to formal education. This approach is in line with the call for sustainable education which encourages the active role of institutions in disseminating quality content and digital literacy. The use of social media as a learning medium is also in accordance with UNICEF's suggestion to utilize online campaigns to improve learning outcomes through digital platforms.

However, in the long term, Dreams Foundation needs to strengthen the integration and collaboration of digital services in the wider education ecosystem to reach many eyes. It is recommended that this platform should adopt an aggregator system or partner with a national education portal so that its services are more structured and easy to find online.

RECOMMENDATIONS

Developing analytical capabilities to monitor student progress and improve content is also important. By combining social impact evaluation and continuous innovation, Dream Foundation's educational efforts can continue to grow as a learning management model that supports the achievement of national education goals to support SDGs number 4 regarding inclusive quality education.

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