

A Systematic Literature Review of Indonesian Teachers Role in Contributing to Zero Hunger Program through Education

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ABSTRACT

ABSTRACT This systematic literature review aims to describe the role of Indonesian teachers in supporting the Zero Hunger program through education. This is to address the problem of persistent food insecurity and lack of awareness about sustainable food practices among students. Despite national commitments to the UN's Sustainable Development Goals, particularly Goal 2 (Zero Hunger), the integration of food and nutrition education in Indonesian schools remains to be limited and uneven. The objective of this study is to explore teachers contribution to this global agenda by promoting food literacy, sustainable agriculture, and healthy eating habits within the classroom context. Using the PRISMA method of literature review, articles from 2020 to 2025 were systematically identified and analyzed. The findings indicate that while some teachers actively incorporate food-related topics into their lessons—especially in science, health, and social studies—there are constraints such as lack of training, limited curriculum guidelines, and insufficient institutional support. However, innovative practices were found, including school gardening projects, local food campaigns, and collaboration with community stakeholders. This review concludes that Indonesian teachers can be potentially transformative but underutilized in advancing food security through education. So this recommends stronger policy integration, teacher training, and cross-sector collaboration to enhance their impact in achieving the Zero Hunger goal.

Keywords: Zero Hunger, SDGs, Indonesian Teacher

64 Introduction

Zero Hunger, known as Sustainable Development Goal 2 (SDG 2), is one of the 17 global goals set by the United Nations to be achieved by 2030. It aims to stop hunger completely, make sure everyone has enough good food, improve what people eat so they are healthier and promote farming that does not hurt the environment and can last for a long time. In Indonesia, where malnutrition and food insecurity still affect many communities, especially in rural and low-income areas, the role of education is increasingly seen as vital in addressing these challenges. Education does not only provide knowledge but also shapes values, behaviors, and actions that support long-term solutions to hunger (Cripps & Thondre, 2024). Teachers, as key figures in the education system, have a crucial role in promoting the principles and practices of sustainable food systems and nutrition education.

This research focuses on a systematic literature review of how Indonesian teachers contribute to the Zero Hunger program through education. The aim is to explore how teachers integrate food and nutrition topics into their lessons, promote awareness of food security issues, and involve students in local food-based actions such as school gardens or food-sharing

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activities. Teachers are in a unique position to influence young minds and encourage responsible food practices that can benefit both households and communities (Kieran & Dolan, 2024).

In the context of the broader Sustainable Development Goals, the efforts of Indonesian teachers also connect with SDG 1—No Poverty—since hunger and poverty are deeply linked. People who lack income often face food insecurity, and education can serve as a bridge to break this cycle (Maulana et al., 2023). Therefore, the contribution of teachers goes beyond the classroom, supporting community development and the national agenda for sustainability.

By reviewing existing studies, this research will identify the strategies, challenges, and opportunities for Indonesian teachers in advancing SDG 2 through education. It highlights the importance of integrating sustainability into the curriculum and supporting teachers with the training and resources they need to make a lasting impact in the fight against hunger.

65 Literature Review

The United Nations introduced the Sustainable Development Goals (SDGs) in 2015. These are not just fancy word; they are 17 big goals for the whole world. Think of them as a global plan to make sure everyone has a good life, our planet stays healthy, and there is peace everywhere. Essentially, they are about ending poverty, protecting the earth and making sure all people can live well and safely. One of these goals called “Zero Hunger”. In simple terms, this goal is all about making sure no one on earth has to go hungry. It also aims for everyone to have enough good, healthy food to eat and to grow food in ways that are kind to our planet so we can keep feeding ourselves for many years to come. This goal is vital because hunger is still a serious problem in many parts of the world, and it affects not only physical health but also education, productivity, and the overall development of societies (Cripps & Thondre, 2024).

Zero Hunger is not just about having enough food to eat; it also means having access to nutritious, safe, and sufficient food all year round. It also involves supporting small-scale farmers, improving food systems, and reducing food waste. The link between hunger and poverty is strong, as people without sufficient income often lack access to quality food. Therefore, addressing hunger is connected with achieving SDG 1—No Poverty—as both goals are part of the economic pillar of sustainable development (Maulana et al., 2023). For countries to successfully achieve SDG 2, efforts must include both national policy and community-level engagement.

Teachers play a key role in promoting and supporting the goals of Zero Hunger through education. Schools are not just places for academic learning—they are also important spaces for raising awareness and shaping values. By educating students about the importance of food security, healthy eating habits, and sustainable farming, teachers help students understand global issues and how they can take action in their own communities (Kieran & Dolan, 2024). Young people can be powerful agents of change when they are informed and motivated, and teachers are in the best position to guide this process.

Teachers can include lessons about Zero Hunger in different subjects such as science, social studies, and even language classes. For example, students can learn about food chains and agriculture in science, the social impact of hunger in social studies, and write essays about food issues in language classes. In this way, education for sustainable development becomes a part of everyday learning. Teachers also serve as role models by showing empathy, promoting values of equality, and encouraging community action like school gardening or food-sharing projects.

Libraries and educational institutions support these efforts by offering access to learning materials, research, and resources that help both teachers and students understand and engage with the SDGs. Universities, as highlighted by Cripps and Thondre (2024), also have a role in researching hunger-related issues and forming partnerships with communities to implement

real-world solutions.

In conclusion, Zero Hunger is a complex but achievable goal that requires a mix of global action, national policies, and local education. Teachers are central to this effort because they educate and inspire the next generation to take responsibility for a better future. With proper support and resources, schools and educators can help make SDG 2 a reality by turning knowledge into meaningful action.

66 Research Methods

This research uses a qualitative paradigm with a systematic literature review approach to explore the role of Indonesian teachers in contributing to the Zero Hunger (SDG 2) program through education. The qualitative paradigm is appropriate because this study focuses on understanding ideas, practices, and perspectives related to teachers' involvement in sustainability education. A systematic literature review is chosen to collect, analyze, and synthesize existing secondary data from published sources that discuss the intersection of education, sustainability, and food security.

The data in this study consist of some sources. These sources were selected based on relevance to the topic, recency (2020–2024), and contribution to understanding teacher roles in implementing SDG 2 in Indonesia. The sources include both international and local perspectives on education for sustainable development and food security. For example, Cripps and Thondre (2024) and Kieran and Dolan (2024) provide global educational frameworks on SDG 2, while Maulana et al. (2023), Shore (2021), and Tahara et al. (2024) give insights into local Indonesian contexts. Oberer et al. (2024) also offer relevant cases of student and teacher involvement in addressing hunger through school programs.

The technique of data collection involved identifying and reviewing literature from academic databases and publishers, focusing on key themes such as teacher involvement, sustainability education, Zero Hunger initiatives, and community-based learning. After collecting the sources, the data were analyzed through content analysis. This technique involves categorizing relevant themes, comparing patterns, and interpreting findings in relation to the research focus. The themes explored include teaching strategies, curriculum integration, teacher training, and community engagement.

Through this method, the research aims to offer a comprehensive understanding of how Indonesian teachers support the Zero Hunger goal and suggest improvements in educational practices to strengthen their impact.

67 Result and Discussion

The findings of this systematic literature review reveal that Indonesian teachers play an essential yet evolving role in contributing to the Zero Hunger (SDG 2) program through education. The analysis of six key sources shows a variety of ways teachers engage in food and nutrition education, community awareness, and student empowerment to support sustainable food practices in both school and local settings.

One major finding is that Indonesian teachers are increasingly involved in integrating SDG 2 into their teaching materials and classroom activities. According to Shore (2021), even early childhood educators in Indonesia have started including basic food and sustainability topics in lessons, introducing children to concepts such as healthy eating and respect for food. These early interventions help build food consciousness from a young age. Similarly, Cripps and Thondre (2024) emphasize that education plays a key role in achieving Zero Hunger, and teachers are among the frontliners who can transfer knowledge about food systems, malnutrition, and sustainability through well-planned curricula.

The literature also shows that teachers act not only as educators but also as facilitators of student-led actions. For instance, Oberer et al. (2024) describe how school-based projects and student challenges led by teachers can foster youth leadership in addressing food insecurity. These activities often go beyond the classroom, involving students in gardening, food sharing, and community-based food programs, which directly support local food security goals.

From the Indonesian context, Tahara et al. (2024) highlight how community education—often supported by teachers—can reduce food waste. Teachers help promote behavior change by encouraging students and their families to be more mindful of food use. This shows how the influence of teachers can extend into households, reinforcing sustainable food habits.

Maulana et al. (2023) argue that education must be linked with economic solutions to hunger. Teachers contribute by helping students understand the link between poverty, food access, and economic empowerment. By teaching students about these relationships, teachers encourage critical thinking and long-term engagement with sustainability issues.

Kieran and Dolan (2024) further stress that effective education for SDG 2 involves teaching students to become active global citizens. Indonesian teachers are doing this by connecting classroom knowledge with real-world problems, such as local hunger or poor nutrition. In this way, students are encouraged not just to learn but to act.

In conclusion, this review finds that Indonesian teachers support SDG 2 through curriculum integration, community engagement, food waste education, and student empowerment. However, success depends on continued support through training, resources, and policies that encourage sustainable education practices. Strengthening these areas will help teachers fully realize their potential in achieving the Zero Hunger goal.

68 Conclusion

Based on the findings of this systematic literature review, Indonesian teachers play a vital role in contributing to the achievement of SDG 2—Zero Hunger—through education. Teachers not only deliver knowledge about food security and nutrition but also encourage practical action through student projects, community engagement, and awareness campaigns. By integrating food-related topics into the curriculum and supporting sustainable practices like food waste reduction and school gardening, teachers help shape responsible and informed future citizens. Their influence extends beyond classrooms into families and communities, making education a powerful tool in the fight against hunger. To strengthen this role, it is recommended that teacher training programs in Indonesia include specific content on the Sustainable Development Goals, particularly SDG 2. Educational policies should support the integration of sustainability themes across all subjects, and schools should be provided with resources for hands-on activities related to food and nutrition. Collaboration between schools, local governments, and community organizations can also expand the reach and impact of educational efforts. With proper support and continued focus, Indonesian teachers can become even more effective agents of change in achieving Zero Hunger and promoting a more sustainable and food-secure future.

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