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Sustainable development goals through Islamic education: a literature review

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Article Info	ABSTRACT
	The essay delves into the complex interrelationship between Islamic education and the sustainable development goals (SDGs), intertwining environmental awareness, social justice, and ethical ideals derived from Islamic teachings. By investigating the potential and problems at this juncture, it emphasizes the need for a comprehensive strategy to incorporate SDGs into Islamic education. The article provides solutions for educators and policymakers to bridge the gap between these two domains, nurturing a generation with Islamic values and a deep understanding of sustainable development. This is achieved through a thorough review of the literature, identifying emerging themes that will shape the future of Islamic education policy. These themes include the integration of environmental principles, innovative pedagogies, international collaboration, and a focus on inclusive education. *This is an open access article under the CC BY-SA license.*
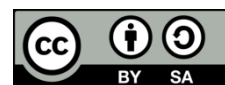
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1. INTRODUCTION

Global problems including poverty, hunger, climate change, environmental damage, and inequality must be addressed by humanity. These global issues serve as the catalyst for the 2030 agenda, whose road map is built on an all-encompassing call to action rooted on reciprocal solidarity [1]. The agenda is a worldwide commitment to ensuring a sustainable future that was approved by the United Nations General Assembly in 2015 and signed by 193 nations. It is also described as an action strategy for people, the environment, and prosperity that aims to advance justice and peace for all [2].

Sustainable development has become a top priority for countries all over the world in a time of unparalleled global problems. The fundamental connection between education and the sustainable development goals (SDGs) is at the core of our endeavor [3]. A foundational element in creating a sustainable future for everyone is education, with its transforming power [4]. Societies develop the values, information, and abilities necessary for raising up responsible citizens and earth stewards within the contexts of education [5].

The blending of spirituality and knowledge in this setting acts as a potent transformation agent. Islamic education offers a distinctive viewpoint on sustainable development since it is steeped in centuries-old traditions and ideals. Islam's teachings include a comprehensive view of how humans interact with the environment, putting a focus on compassion, social justice, and stewardship [6]. The SDGs of the United Nations are supported by this viewpoint, which also offers important insights and answers to the complex

problems facing our global community. This article explores how Islamic principles might inform and enhance our strategy for accomplishing these global goals by delving into the complex interactions between Islamic education and the SDGs. Islamic teachings provide a moral compass and a useful foundation for action, from reducing poverty and hunger to advancing quality education, gender equality, renewable energy, and sustainable cities [7]. By looking at how Islamic education and the SDGs intersect, we are able to piece together a moving story of change, hope, and shared accountability [8]. Within the pages in the sections that follow, we'll go on an exploration of the substantial contribution that Islamic education has made to the advancement of the SDGs. By utilizing the knowledge found in Islamic teachings, we can show the way to a world that is more sustainable, just, and peaceful. Let's explore the depths of knowledge while taking inspiration from Islamic values to pave the path for a future in which education serves as both a catalyst for global sustainability and a method of enlightenment [9].

In order to inspire students to live more sustainably and to make wiser purchasing decisions, the main goal of this research is to ascertain how well-prepared lecturers are to deliver sustainable education at a Malaysian private college. This study looks into the internal and external factors that hinder instructors from offering sustainable education and suggests workable solutions [10]. They contend that the goal of this research is to examine potential institutional and governmental policy changes that would promote environmentally conscious schooling. The results of the study will help establish more effective professional development, training, and policy support programs for sustainable education in higher education. The research questions for this project are stated below:

− Describe the obstacles that remain in the way of the SDGs being met in the context of Islamic education.
− Identify the gaps and potential for incorporating the SDGs' educational tenets into Islamic practice.
− What is the state of readiness of the lecturers to teach sustainable Islamic education for cleaner and more responsible consumption?
− What are the internal and external factors that contribute to lecturers' lack of readiness to teach sustainable Islamic education?
− What are the suggested strategies to improve lecturers' readiness to teach sustainable Islamic education for cleaner and responsible consumption?
− How can policy support from the university and government be improved to promote sustainable education?
− What is the future trend of sustainable Islamic education policy?

As a global call to action, the SDGs aim to address pressing issues such as poverty, inequality, climate change, and environmental degradation. However, knowing the goals is not enough. The focus of this paper should be to inspire ourselves and set our priorities within the broad framework of the SDGs in order to participate and contribute fully. To brainstorm and provide support to each other, join communities, online forums, or local groups working on the SDGs. Take advantage of the wealth of knowledge that can be found online, including instructional resources, motivational stories, and official SDG websites. Every action matter, no matter how small. Start by promoting change, supporting related projects, or making sustainable decisions in your daily activities. You can start a meaningful journey of contributing by identifying your focus and understanding your motives towards the SDGs and making a difference for a more sustainable and equitable future.

2.   METHOD

This study's research methodology, which combines qualitative and quantitative approaches, takes a multidisciplinary approach. In-depth interviews and text analysis were used as qualitative methodologies to collect nuanced information about the SDGs integration into Islamic education. To further understand perspectives and issues, academics, educators, and practitioners were questioned. Structured surveys and questionnaires were created and distributed as part of quantitative research techniques. These questionnaires were created to collect quantitative information on the success of SDG integration in Islamic educational institutions. To evaluate the survey data and find patterns and relationships, statistical analysis methods such as regression analysis and descriptive statistics were used. In order to establish a theoretical foundation and base the study in existing scholarship, a detailed literature review was also done. Islamic comparative analysis The research was also informed by documentation of the SDGs and school curriculum. In order to gain a firsthand understanding of how the SDGs are actually being implemented in the educational setting, the study technique also included site visits and observations in Islamic educational institutions. The privacy and consent of participants were protected at all times during the research procedure by ethical considerations. This study technique offered a thorough knowledge of the integration of SDGs within Islamic education, providing light on difficulties, opportunities, and efficient strategies for future implementation. It did this by combining qualitative insights, quantitative data, and theoretical frameworks. The significance of our contribution is that it focuses on the benefits of multiple conversations between different disciplines, in a transdisciplinary exercise, on sustainable development through Islamic education project leadership and its implications for life

on earth. We aim to address this challenge by contributing to the literature on grand challenges at the intersection of multiple literatures. There are several separate literatures on the SDGs through Islamic education project leadership and change that need to be connected in relation to the need for a radical revision of sustainability theory as a lens for social action.

3.   RESULTS

Due to the serious effects of climate change, pollution, and resource depletion that the world is currently experiencing, sustainable education in education for sustainable development (ESD) is particularly crucial. In order to give students a thorough grasp of sustainable development, modern pedagogy recognizes sustainability education as a crucial component. It acknowledges how interconnected social, economic, and environmental systems are and attempts to increase students' critical awareness of these connections. Describe the obstacles that remain in the way of the SDGs being met in the context of Islamic education.

3.1. Interpretation and tradition

Challenge is there are many different ways to interpret Islamic teachings, and often traditional or conservative interpretations conflict with the progressive interpretations required to achieve particular SDGs, such gender equality or LGBTQ+ rights. Then impact for this may cause traditionalist societies to be reluctant to adopt the cutting-edge ideas espoused by several SDGs, impeding advancement in areas like women's emancipation and inclusive education [11].

Figure 1 showed that They might talk about the goals of sustainable Islamic education, imagining a world where tradition, reinterpretation, and the SDGs coexist peacefully, raising a new generation of socially and environmentally conscious people. The study examined, through the prism of interpretation and tradition, the complex connection between Islamic education and the SDGs. It looked at how various interpretations of Islamic beliefs affect how the SDGs are incorporated into educational systems. The study found that different interpretations among academics and educators have a substantial impact on how the SDGs are implemented, particularly in areas like social justice, environmental ethics, and gender equality ideals. On the plus side, the study found instances when reinterpreting Islamic principles produced creative methods for teaching SDGs. SDGs have been effortlessly incorporated into the curriculum by academics and educators who adopted inclusive and progressive interpretations. These interpretations worked as bridges, supporting the smooth integration of SDGs into Islamic education by highlighting the essential principles shared between Islamic teachings and sustainability goals, such as compassion, social responsibility, and environmental stewardship. In conclusion, the study emphasizes the necessity of a fair strategy that upholds tradition while encouraging reconsideration when warranted. Islamic education may effectively support the achievement of the SDGs by fostering open discourse, supporting progressive interpretations, and highlighting shared values, raising a generation of socially and environmentally aware people rooted in both tradition and contemporary sustainability ideals.

Figure 1. Interpretation and tradition

Traditional interpretations, which are based on centuries-old customs, can make it difficult to match with current SDGs, which promote progressive principles. Conservative interpretations may erect obstacles that prevent the realization of specific social inclusion and gender equality objectives. The study also emphasized the significance of delicately treating these historic interpretations, finding congruence between religious traditions and modern sustainability

For many countries with a majority of Muslims, access to high-quality education is a problem, especially for women and girls. The impact of limited access on efforts to achieve universal education contrary social mores in some Islamic communities can stifle discussion of touchy subjects like reproductive health and

family planning, slowing progress toward health-related SDGs (like SDG 3-good health and well-being), and educational disparites perpetuate cycles of poverty and limit opportunities for socioeconomic growth. Higher mother and child mortality rates can impede achievement of health-related SDGs by impeding public knowledge of and access to vital health services [12]. Economic Inequalities is economic inequalities existing in many nations with majorities of Muslims restrict the limited resources result in inadequate school facilities, insufficient healthcare services, and a lack of opportunities for vocational training, impeding progress towards several SDGs related to education, health, and economic growth. These SDGs are all concerned with promoting education, health, and economic growth. Conflict and political instability are then it is challenging to accomplish SDGs linked to education, peace, and justice, such as SDG 16-peace, justice, and strong institutions, in particular regions due to political instability and war. Additionally, displaced populations, especially children, have a difficult time accessing education, which could result in a lost generation with insufficient skills and knowledge to support efforts for sustainable development. Therefore, a key factor in accomplishing environmental sustainability goals (such as SDGs) is a lack of environmental education climate action), which is frequently absent from Islamic curriculum, and a limited grasp of environmental issues can result in unsustainable behaviors that impede the achievement of numerous environmental SDGs. In order to address these issues, a sophisticated strategy that promotes diversity, gender equality, and access to high-quality education and healthcare while respecting cultural and religious sensibilities is necessary. It also calls for promoting community engagement and implementing thorough, balanced curricula that are consistent with both Islamic values and the larger goals of sustainable development [13].

Gender inequality that still exists in Islamic education. The educational options available to girls and women are constrained by societal norms and customary expectations, which impedes progress toward SDGs 4 (quality education) and 5 (gender equality). The financial difficulties experienced by Islamic educational institutions are highlighted by resource limitations and economic disparities. The lack of funding makes it difficult to improve educational facilities, offer high-quality instruction, and invest in teacher preparation. These issues are made more difficult by economic inequities, which impedes achievement of many SDGs, particularly those pertaining to economic development, health, and education. Lack of environmental education is a serious issue because Islamic curriculum do not include a thorough environmental education component. Progress toward SDG 13 (climate action) and other associated environmental goals is hampered by students' and instructors' lack of knowledge about environmental issues. Uncertainty in politics In the international conversation on sustainable development, the integration of the SDGs within the framework of Islamic education is a subject of growing importance [14]. A detailed analysis of the literature in the field reveals numerous enduring challenges to the SDGs' effective implementation in the context of Islamic education. The important findings from scholarly publications, reports, and case studies are summarized in this assessment of the literature, which offers insights into the problems that continue to prevent the SDGs from being achieved in Islamic educational contexts. The variety of interpretations within Islamic teachings have been underlined by interpretive variability and conservatism. Conservative interpretations frequently conflict with progressive SDGs like LGBTQ+ rights and gender equality. The alignment of educational curricula with the SDGs' more general goals is hampered by this variation. Underscoring gender disparities and societal norms[15] .

The thorough overview of the challenges to SDG inclusion in Islamic education provided by this literature review. The difficulties caused by gender inequality, resource shortages, environmental education, and political unpredictability are deeply ingrained and intertwined. Nuanced approaches, such as curriculum revisions, community involvement, and policy efforts that respect religious and cultural sensitivies while advancing the inclusive objectives of the SDGs, are required to overcome these challenges. In order to explore context-specific solutions and provide a comprehensive understanding of the intricate interactions between Islamic education and sustainable development, more research is required [16].

3.2. Finding gaps and potential for Islamic practice to include sdg educational principles: a literature review

An international agenda for revolutionary transformation is represented by the SDGs. In this context, education is seen as a key tool for accomplishing these objectives. Islamic education offers a distinctive platform for incorporating the SDGs' educational principles because it is based on centuries-old traditions and beliefs. In order to bridge the gap between theoretical understanding and actual implementation, this literature review attempts to identify current gaps and investigate prospective paths for integrating the educational concepts of the SDGs into Islamic practice [17]. The curricular discrepancies revealed by the gaps in current Islamic education in literature [18] indicate the lack of comprehensive curricula that are in line with the holistic approach of the SDGs. The SDGs' core principles of social justice, environmental sustainability, and responsible consumption are not frequently included in current Islamic education. Research reveals a gap in the use of interactive and participatory teaching methods, according to pedagogical approaches [19]. Islamic education is dominated by traditional rote learning, which hinders the development of critical thinking and problem-solving abilities, which are crucial for comprehending and executing the SDGs' various objectives.

Figure 2 explained that the lack of integration between Islamic beliefs and SDG educational tenets is frequently highlighted in literature. Incorporating contemporary sustainability ideas into conventional Islamic educational systems is lacking. Little understanding is The SDGs and its pedagogical tenets are not widely known in Islamic educational institutions. This information gap makes it difficult to put effective plans into action. Lack of educational materials designed to harmonize Islamic beliefs with SDG ideals is a typical issue that has been observed. The inability of educators to impart sustainable methods based on Islamic principles is hampered by this lack. Conservative interpretations of Islamic teachings might at times be at odds with the progressive SDG values, particularly when it comes to issues of gender equality and specific environmental concerns.
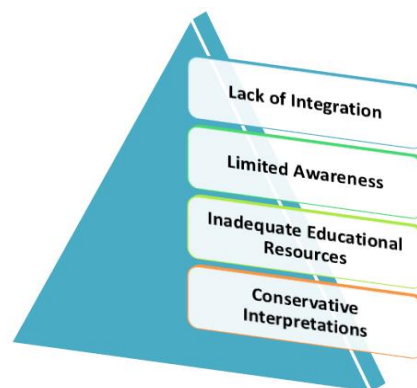

Figure 2. Gaps in educational principles for the SDGs

Islamic teachings place a strong emphasis on compassion, justice, and community welfare with the potential to integrate these values. Scholars make the case for integrating these values into the educational discourse and relating them to the SDGs of social equality (SDG 10) and the eradication of poverty (SDG 1). Then, environmental stewardship for Islamic literature acknowledges humanity as earth's stewards [20] Islamic environmental ethics can be immediately applied to SDGs 14 and 15 (life on land and in the oceans) and SDG 13 (climate action). Therefore, the emphasis on inclusivity placed in promoting inclusivity for islamic education can be in line with SDGs relating to excellent education (SDG 4) and decreased disparities (SDG 10). Researchers advocate inclusive educational methods. In conclusion, accommodate a variety of students, including those who have disabilities. Therefore, community engagement is suggested in a number of studies, along with active participation from mosques and religious leaders. Such involvement can raise awareness of the SDGs and encourage neighborhood-based projects that support the SDGs for health (SDG 3), clean water, and sanitation (SDG 6), respectively. The literature assessment identifies areas where Islamic education currently falls short when it comes to the SDGs while also suggesting promising directions for improvement [21]. There is a considerable possibility for establishing a synergistic relationship between Islamic practice and the educational aspects of the SDGs by integrating Islamic teachings with the fundamental principles of the SDGs and employing cutting-edge pedagogical methodologies [22]. To close these gaps and build a transformative educational strategy that may considerably help achieve the global agenda of sustainable development, additional research and practical actions are essential.

3.3. A review of the literature on the internal and external factors affecting lecturers' readiness to teach sustainable Islamic education

The development of responsible, civic-minded people depends on the inclusion of sustainable Islamic education in curriculum. However, a key factor in this integration is how prepared the professors are. Using knowledge from previously published academic works, this literature review analyzes the internal and external aspects impacting lecturers' readiness to deliver sustainable Islamic education. Literature [23] underlines that lecturers frequently lack specialized training in sustainable educational techniques. This is due to internal factors such as a lack of training and expertise. Effective teaching is hampered by a lack of knowledge regarding how to include environmental, social, and economic sustainability in Islamic education namely traditional teaching approaches [24]. Research suggests that Islamic education places a strong emphasis on traditional teaching approaches [25]. It may be difficult for lecturers who are used to traditional rote learning to embrace the interactive, participatory approaches required for teaching sustainable Islamic education. Lecturers may adhere to traditional interpretations of Islam, which would stifle discussion of progressive issues like

environmental protection and gender equality [26] the inclusion of contemporary sustainable ideals in the curriculum may be hampered by this conservatism.

Research emphasizes the need of institutional support by pointing to external factors as a cause of a lack of institutional support [27]. When educational institutions do not offer materials, instruction, or incentives for integrating sustainable Islamic education, lecturers face difficulties. Their capacity to experiment with instructional strategies is constrained by insufficient institutional support. The selections of lecturers may be influenced by societal expectations, particularly parental expectations and societal norms [28]. Lecturers might steer clear of subjects that go against traditional social mores, which would limit debate of forward-thinking ideas essential to Islamic education's long-term sustainability. Then there are resource limitations. Lack of access to current textbooks, multimedia materials, and teaching aids limits lecturers' capacity to develop interesting, thorough lessons the depth and scope of Islamic education that is sustainable are impacted by a lack of resources. Thus, policy curriculum limitations is there is occasionally no defined structure for incorporating sustainability within Islamic education in national education policy or curriculum recommendations. Lack of clear instructions can cause lecturers to be confused about the parameters and objectives of sustainable Islamic teaching. This analysis of the literature shows how internal and external factors interact in a complicated way to determine how prepared lecturers are to provide sustainable Islamic education. External variables like institutional support, societal expectations, resource limitations, and legislative restrictions interact with internal problems linked to training, instructional techniques, and conservative attitudes. A multifaceted strategy, including professional development programs, institutional reforms, regulatory changes, and social dialogue, is required to address these difficulties. Recognizing and addressing these issues will help lecturers deliver sustainable Islamic education and raise a generation that is knowledgeable about the fundamentals of sustainability and Islamic ethics.

3.4. Literature review of suggestions for enhancing lecturers' capability to teach sustainable Islamic education for cleaner and responsible consumption

Global concerns include the urgent need for sustainable behaviors, including cleaner and more responsible consumption. Islamic education has the capacity to develop ideals of sustainability in students because it is founded on ethical principles. In particular, this literature review focuses on cleaner and more responsible consuming habits as a means of enhancing lecturers' readiness to teach sustainable Islamic education.

Sustainability is incorporated through the enhancement and integration of the curriculum. Islamic education curricula should incorporate environmental ethics, responsible consumption, and sustainable living modules, according to modules. When these subjects are covered extensively in the curriculum, it helps to build a more comprehensive awareness of sustainability among lecturers. Then there are interdisciplinary approaches, where lecturers can provide students a more complete grasp of sustainable behaviors by combining Islamic teachings on responsible consumption with topics like physics, economics, and ethics. The need for specialist training programs is thus highlighted by professional development and training is lecturer training programs for literature. Lecturers who participate in workshops and seminars on sustainable Islamic education receive training in effective teaching techniques, enabling them to effectively engage students in discussions about responsible consumption and lifestyle. Platforms for continuous learning are developing. Lecturers can participate in ongoing learning through online resources and communities of practice. Sharing best practices, tools, and creative teaching techniques gives lecturers more power and makes them more prepared and self-assured to address sustainability challenges. It is advised to create curated resources that are in line with Islamic principles of responsible consumption, according to resource development and accessibility for curating educational resources. Accessible resources for lecturers, such as case studies, videos, and lesson plans, help them deliver effective lessons and spark lively debates in the classroom. Using technological tools to promote accessibility is a part of using educational technology [29].

Platforms that offer virtual labs, simulations, and interactive information give lecturers the tools they need to successfully demonstrate sustainable practices, enhancing learning and its effectiveness. Community partnerships and engagement is then outreach is facilitated via mosque and community involvement, which involves interacting with neighborhood mosques and community leaders. community support for lecturers Using networks, local communities can promote a culture of sustainable consumption by organizing events, workshops, and awareness campaigns [30]. Partnerships between industry and non-governmental organizations (NGOs) it is possible for lecturers to access real-world examples thanks to collaboration with businesses and non-governmental groups [31]. The practical knowledge of lecturers is increased through guest lectures, visits to industries, and collaborations with environmental organizations. This enables lecturers to link theoretical ideas with real-world applications. These initiatives, which are based on the literature, provide a road map to improve lecturers' readiness to teach sustainable Islamic education, with a focus on cleaner and responsible consumption. Lecturers can successfully embed ideals of sustainability, promoting responsible consumption habits among students, by focusing on curricular integration, professional development, resource accessibility,

and community engagement. Implementing these tactics gives lecturers the tools they need while also empowering future generations to make informed decisions fostering a cleaner, and more sustainable future.

3.5. Insights from a literature review on improving policy support from universities and governments to promote sustainable education

A sustainable future is largely shaped through sustainable education, which covers a wide range of disciplines, activities, and concepts. Fostering a sustainability culture in educational institutions depends on effective policy support from universities and governments. Drawing from current studies in sustainable education, this literature review discusses methods to increase policy support for sustainable education. Development of a policy framework universities and governments are urged by interdisciplinary integration to create interdisciplinary collaboration-encouraging policies [32]. Traditional academic borders are frequently crossed by sustainable education, demanding flexible policies that make it easier to incorporate sustainability principles into different curricula [33]. The book clear sustainability goals emphasizes how crucial it is for educational policies to have clear sustainability goals. university settings Governments should specify goals for curriculum creation, faculty development, and sustainability activities on campuses, among other goals connected to sustainable education [34].

The importance of giving faculty members chances for continued professional development is then highlighted by faculty development and training. Universities and governments ought to fund workshops, seminars, and training courses on sustainable pedagogy to give professors the tools they need to effectively teach and incorporate sustainability concepts. Rewards and appreciation: mechanisms for rewarding and recognizing faculty involvement in sustainable education should be included in policies. For teachers that excel at incorporating sustainability into their teaching, research, and service, this could involve tenure incentives, awards, or grants. Governments and financial support for universities should therefore allot enough financial resources for activities that promote sustainable education. These grants can be used to build curricula, Sustainability-related student programs, campus infrastructure enhancements, and research initiatives. Curriculum resources: policies should support the creation and distribution of accessible, affordable, and sustainable curriculum resources. This lowers obstacles to the adoption of sustainable education by ensuring that educators have access to resources of the highest caliber [35]. Universities are being urged by community outreach initiatives to collaborate with regional businesses and communities in order to increase the impact of sustainable educational practices. Project collaboration, community-based research, and service-learning initiatives can close the knowledge gap between academics and current environmental issues [36]. Governments can then assist universities in their efforts to be sustainable by providing grants, tax breaks, and money for research. To solve sustainability issues at the regional and national levels, policy frameworks should encourage cooperation between governmental organizations and academic institutions.

This survey of the literature enlightens important methods for enhancing government and university policy support for promoting sustainable education [37]. A thorough approach must include clear policy frameworks, faculty development, resource allocation, and community involvement. Universities and governments may collaborate to foster a generation of ethically aware, socially responsible, and ecologically sensitive people committed to constructing a sustainable future by adopting and adapting these tactics [38].

3.6. Insights from a literature review on future trends in sustainable Islamic education policy

Sustainable Islamic educational policy straddles the line between moral principles, environmental awareness, and societal advancement. In order to create educational policies that are in line with Islamic values and global sustainability objectives, it is essential to understand the current trends in this subject. Through the analysis of previous research and scholarly works, this study of the literature examines the potential directions for sustainable Islamic educational policy. Analysis of the literature according to research studies, there is an increasing focus on incorporating Islamic environmental ethics into curricula. Future policies are likely to place a high priority on incorporating ecological consciousness, encouraging learners to practice responsible stewardship, and helping them comprehend that environment is a trust *(amanah)* [39].

Educational institutions will be encouraged by policies to create modules that study the viewpoint of the Quran on environmental preservation. This integration aims to generate persons who are concerned about the environment and who are armed with Islamic ethical principles that support sustainable activities. The application of innovative pedagogies and technology in sustainable Islamic education is then highlighted in innovative pedagogies and technology for literature analysis. Immersive learning experiences are being developed more frequently using virtual reality, interactive apps, and internet platforms. Future policies are therefore expected to support spending on educational technology and teacher training. Islamic education will become more interactive and technology-driven as a way to accommodate different learning styles and raise student participation. The next section of the literature, global collaboration and cultural exchange, highlights the value of cross-cultural interaction in developing Islamic education policies that are sustainable [40].

International collaborations make the interchange possible of concepts, recommendations, and learning tools. Universities and other educational institutions will be encouraged by future policies to collaborate with colleagues abroad [41]. The necessity for inclusive education and social justice within the context of sustainable Islamic education is highlighted by cultural exchange programs and joint research efforts, which will foster a global perspective and enrich sustainable Islamic education with a variety of cultural ideas. Future regulations are anticipated to put a strong emphasis on developing inclusive learning settings that take into account people of all origins, skills, and viewpoints. Then, inclusive curricula, initiatives for teacher preparation, and accessible learning resources will be given top priority by policies. A sustainable Islamic education that prioritizes social justice will be equitable, strengthening marginalized populations, and fostering social harmony [42]. Education institutions may produce a generation of knowledgeable, moral, and environmentally conscious people who make significant contributions to their communities and the larger global sustainability agenda by aligning policies with these new trends. In the upcoming years, a fundamental change in sustainable Islamic education policy is expected to be driven by the integration of Islamic principles with modern educational practices.

4. DISCUSSION
4.1. Complex interrelationship between Islamic education and SDGs

This part of the discussion explores how Islamic education and the SDGs are interconnected. It suggests that Islamic education can play a significant role in advancing the goals set by the SDGs. The complex interrelationship between Islamic education and the SDGs revolves around the recognition that Islamic teachings and principles inherently align with many of the objectives outlined by the SDGs. Islamic education encompasses a holistic approach to life, covering not only spiritual and moral aspects but also social, economic, and environmental dimensions. Similarly, the SDGs aim to address a wide range of global challenges, including poverty alleviation, gender equality, environmental sustainability, and access to education and healthcare. Islamic teachings emphasize values such as justice, compassion, stewardship of the earth, and concern for the well-being of all living beings, which resonate with several SDGs, such as SDG 1 (no poverty), SDG 4 (quality education), SDG 5 (gender equality), SDG 13 (climate action), and SDG 16 (peace, justice, and strong institutions), among others. By integrating these teachings into educational curricula and practices, Islamic education can contribute significantly to advancing the goals set by the SDGs [43].

Furthermore, Islamic institutions, including mosques, madrasas, and community organizations, often serve as hubs for social welfare and community development activities, making them natural allies in the pursuit of sustainable development objectives. Through their outreach programs, advocacy efforts, and community engagement initiatives, these institutions can amplify the impact of SDG-related interventions and promote positive change at the grassroots level. Overall, the complex interrelationship between Islamic education and the SDGs underscores the potential for synergies between religious values and global development priorities. By harnessing the moral and ethical principles embedded in Islamic teachings, educators, policymakers, and practitioners can unlock new pathways for sustainable development that are rooted in cultural and religious traditions, thus fostering a more inclusive and holistic approach to addressing the world's most pressing challenges.

4.2. Fusing environmental awareness, social justice, and ethical ideals from Islamic teachings

Here, the essay discusses how Islamic teachings encompass principles related to environmental awareness, social justice, and ethics. It suggests that these teachings can be integrated into the pursuit of the SDGs, creating a synergy between Islamic values and sustainable development objectives. Exploring the amalgamation of environmental consciousness, social equity, and moral principles drawn from Islamic teachings, the essay delves into the profound array of Islamic tenets addressing these fundamental aspects of human existence and societal welfare. Islamic doctrines stress the intricate bond between humanity and the natural environment, accentuating the significance of environmental stewardship, preservation, and sustainable management of resources. Noteworthy concepts such as *"khalifa"* (stewardship) and *"amanah"* (trust) underscore humans' duty to safeguard the Earth and its resources for future generations.

Additionally, Islamic ethical standards prioritize fairness, equality, and compassion, which serve as cornerstones in the advocacy of social justice. The principle of *"adl"* (justice) pervades Islamic teachings, urging individuals and communities to uphold fairness, dignity, and human rights for all members of society. This dedication to social justice extends to addressing issues of poverty, disparity, and marginalization, aligning closely with the objectives of the SDGs aimed at eradicating poverty, diminishing inequalities, and fostering inclusive development. By infusing these environmental and social justice principles into the pursuit of the SDGs, Islamic education can cultivate a comprehensive approach to sustainable development rooted in Islamic values. This integration fosters synergy between Islamic teachings and sustainable development objectives, emphasizing that ethical conduct and moral responsibility are indispensable for achieving positive societal and

environmental outcomes. Through educational initiatives, advocacy efforts, and community involvement, Islamic institutions and leaders can amplify awareness of these interrelated issues and inspire collective action toward viable solutions. By harnessing the transformative potential of Islamic teachings, individuals and communities can significantly contribute to the fulfillment of the SDGs, thereby advancing the common good and the welfare of the planet.

4.3. Investigating potential and problems at the confluence

This aspect of the discussion involves analyzing both the opportunities and challenges that arise when integrating Islamic education with the SDGs. It explores the potential benefits of such integration as well as the obstacles that may hinder its effectiveness. This part of the discussion involves a comprehensive examination of both the advantages and hurdles that arise when combining Islamic education with the SDGs. It requires evaluating the potential benefits of this fusion, as well as the barriers that might hinder its effectiveness.

On one side, the integration of Islamic education with the SDGs offers numerous opportunities. It enables the alignment of educational goals with worldwide development priorities, promoting a deeper comprehension of sustainable development among students and communities. By infusing Islamic principles into the pursuit of the SDGs, educators can spark meaningful conversations about issues like social justice, environmental protection, and ethical conduct, thereby advocating for a values-centered approach to sustainable development. Nevertheless, despite these potential advantages, several challenges need to be addressed. One such challenge is reconciling the diverse interpretations of Islamic teachings and their alignment with the SDGs. This requires navigating cultural, religious, and ideological differences carefully to ensure inclusivity and respect for various viewpoints. Additionally, logistical obstacles such as limited resources and institutional capacities may impede the successful implementation of integrated educational initiatives.

Moreover, social and political factors within communities may pose additional challenges to integrating Islamic education with the SDGs. Opposition from conservative groups, doubts regarding the compatibility of Islamic teachings with modern development frameworks, and concerns about secularization could all hinder progress in this regard. In conclusion, examining the opportunities and challenges at the intersection of Islamic education and the SDGs requires a balanced assessment. By addressing these hurdles and capitalizing on the opportunities, stakeholders can strive towards a more inclusive, efficient, and sustainable educational approach that integrates Islamic values with global development objectives.

4.4. Emphasizing the need for a comprehensive strategy

The essay highlights the necessity for a well-thought-out approach to incorporate the SDGs into Islamic education. This suggests that a piecemeal or superficial integration may not suffice, and instead, a holistic strategy is required to ensure meaningful alignment between Islamic teachings and SDGs. The essay stresses the importance of a thorough strategy to integrate the SDGs into Islamic education. It suggests that a fragmented or superficial approach may not suffice, emphasizing the necessity for a comprehensive plan to ensure a meaningful alignment between Islamic teachings and the goals of sustainable development.

This indicates that simply adding SDGs to Islamic education without a well-considered and cohesive strategy might not adequately address the intricacies involved. Instead, a holistic strategy involves considering various aspects such as cultural sensitivities, educational methods, community involvement, and institutional structures. Through implementing a comprehensive strategy, educators and policymakers can guarantee that the integration of SDGs into Islamic education surpasses mere token gestures. It facilitates a deep and genuine integration of sustainable development principles into Islamic teachings, fostering a sincere understanding and dedication to tackling global issues like poverty, inequality, and environmental degradation.

Furthermore, a comprehensive strategy acknowledges the interdependence of different SDGs and acknowledges the necessity for a multidisciplinary educational approach. It encourages cooperation among diverse stakeholders, including educators, religious figures, policymakers, and community members, to establish a unified and sustainable framework for integrating SDGs into Islamic education. In summary, highlighting the importance of a comprehensive strategy underscores the significance of adopting a deliberate and systematic approach to incorporate SDGs into Islamic education. Through this approach, stakeholders can ensure that the integration process is meaningful, impactful, and sustainable in the long run. Overall, this part of the essay sets the stage for a deeper exploration of how Islamic education can contribute to achieving the SDGs, while also acknowledging the complexities and challenges involved in this endeavor.

5.   CONCLUSION

The report concludes by highlighting the enormous potential of fusing Islamic education with the SDGs. This study emphasizes the transforming effect of matching Islamic teachings with global sustainability goals through a thorough review of Islamic principles, ethical values, and environmental consciousness. The study

highlights the significance of a comprehensive educational strategy that combines conventional Islamic knowledge with current ecological perspectives. Islamic education emerges as a powerful catalyst for raising a generation devoted to sustainable development by promoting social justice, environmental awareness, and ethical responsibility. For the purpose of enhancing and putting these integrated educational ideas into practice, the research promotes continued cooperation between educators, policymakers, and communities. This intersection of Islamic education and the SDGs provides a hopeful road map to a peaceful, sustainable future. It is predicted that the incorporation of these principles into sustainable Islamic education policy of social justice and inclusive education, as well as of cutting-edge pedagogies, international cooperation, and environmental ethics.

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AUTHOR CONTRIBUTIONS STATEMENT

This article adopts the Contributor Roles Taxonomy (CRediT) to clearly define each author's specific contributions, ensure transparency, and support effective collaboration.

Name of Author	C	M	So	Va	Fo	I	R	D	O	E	Vi	Su	P	Fu
Elihami	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	
Hadi Pajarianto		✓				✓		✓	✓	✓	✓	✓		

C : **C**onceptualization	I : **I**nvestigation	Vi : **Vi**sualization
M : **M**ethodology	R : **R**esources	Su : **Su**pervision
So : **So**ftware	D : **D**ata Curation	P : **P**roject administration
Va : **Va**lidation	O : Writing - **O**riginal Draft	Fu : **Fu**nding acquisition
Fo : **Fo**rmal analysis	E : Writing - Review & **E**diting	

CONFLICT OF INTEREST STATEMENT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper. Furthermore, the authors state no conflict of interest, whether financial, professional, academic, political, religious, or ideological in nature, in connection with the preparation and publication of this manuscript.

INFORMED CONSENT

We have obtained informed consent from all individuals included in this study. All participants were fully informed about the purpose, procedures, and potential impacts of the research, and they voluntarily agreed to participate. Their privacy and confidentiality have been strictly protected throughout the study process.

ETHICAL APPROVAL

The research related to human use has complied with all the relevant national regulations and institutional policies in accordance with the tenets of the Helsinki Declaration and has been approved by the authors' institutional review board or equivalent committee. The ethical considerations were fully addressed to ensure the safety, dignity, and rights of all participants involved in the study.

DATA AVAILABILITY

Data availability is not applicable to this paper as no new data were created or analyzed in this study.

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