

Integration of Islamic Education in the Sustainable Development Goals Approach (SDGs)

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Abstract: Islamic education plays a strategic role in supporting the achievement of the Sustainable Development Goals (SDGs), particularly in the areas of social empowerment and environmental preservation. This research is motivated by the need for an educational approach that is not only religious but also capable of driving fair and sustainable social transformation. This study aims to analyze how Islamic education, especially through institutions such as Islamic boarding schools and madrasas, integrates sustainability values into curricula and daily practices. The method employed is qualitative research with a descriptive-analytical approach, examining various Islamic educational practices that align with the principles of the SDGs. The results show that Islamic values such as *maslahah 'ammah* (public benefit), justice, and the role of humans as *khalifah* (stewards) strongly support the foundations of sustainable development. Islamic educational institutions have been actively engaged in social, economic, and environmental activities, including skills training, Islamic entrepreneurship, reforestation programs, and waste management. Although challenges remain—such as limited resources and teacher training—Islamic education holds great potential to foster self-reliant and environmentally conscious communities. Through curriculum strengthening, continuous teacher development, and cross-sector collaboration, Islamic education can serve as a powerful driver of change toward a more just and sustainable future.

Keywords: Curriculum; Islamic Education; Sustainable Development Goals

1. Introduction

The Strategic Role of Education in Realizing SDGs. The Sustainable Development Goals (SDGs) are a global agenda launched by the United Nations (UN) in 2015. (United Nations, 2015) . This agenda aims to foster development that not only focuses on economic progress but also considers social and environmental aspects, sustainably and inclusively. The SDGs consist of 17 main goals that are strategically important to develop in the world of education as an effort to address the challenges of the current and future eras, including poverty alleviation, improving the quality of education, gender equality, access to clean water and sanitation, and environmental protection.

To achieve these goals, education plays a very crucial role. Education is not just a process of transferring knowledge, but also a means to shape ways of thinking, build character, and instill an awareness of the importance of sustainable living. Through quality and equitable education, society is equipped with the knowledge and skills necessary to participate in sustainable and environmentally responsible development. (UNESCO,

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2015). Thus, education is the key to creating positive change towards a better world for all (PPN/Bappenas, 2020)

Islamic education holds great potential in supporting the achievement of the Sustainable Development Goals (SDGs), particularly in the areas of social empowerment and environmental awareness (M. Huda, 2020). Islamic teachings that emphasize the values of justice, social responsibility, and concern for nature provide a strong foundation for sustainable and equitable development. (Albani, 2020). Several thinkers and education experts emphasize that Islamic education cannot be viewed solely as the transmission of religious knowledge, but also as a moral and social force capable of addressing global challenges. (Ibrahim, 2020). Within this framework, Islamic education plays a pivotal role in shaping a generation that is not only religious but also socially aware and concerned about environmental sustainability. By combining spiritual values and global responsibility, Islamic education becomes a vital instrument in addressing the needs of the times and promoting the achievement of the great goals of the SDGs. (Nurhayati, 2022)

Islamic Education as a Pillar of Sustainable Development. Islamic education has a strategic position in supporting the achievement of the Sustainable Development Goals (SDGs), especially in terms of social empowerment and environmental preservation. Several experts have emphasized the importance of Islamic education in addressing the growing complexity of global challenges. (Satori, 2020) The essence of Islamic teachings is not only oriented towards material progress, but also prioritizes ecological balance and social justice. (Ahsan, 2016). In his view, the concept of *khalifah fil ardh*, or humans as leaders on earth, serves as a moral foundation for Muslims to maintain the sustainability of nature and foster social harmony. This responsibility, according to Ahsan, is not just a choice but a mandate inherent in humanity's role as stewards and managers of the earth. (Ahsan, 2016).

The existence of Islamic education, both in schools and Islamic boarding schools, has great potential to form a society that is empowered, caring, and responsible for its environment (Kurniawan & Dewi, 2021). He stated that the social values taught in Islam are very much in line with the spirit of the SDGs, especially in terms of poverty alleviation, women's empowerment, and environmental sustainability. (MS Arif, 2017).

The importance of integrating SDGs values into the Islamic education curriculum that is in line with the Sustainable Development Goals will not only enrich students' scientific insights but will also foster ecological awareness and a spirit of community empowerment. Islamic education, in this case, plays a role as a catalyst in creating a just, prosperous, and caring society for the future of the planet. (Basyuni, 2019).

Within this framework, it highlights the importance of ecological education in Islamic educational institutions such as Islamic boarding schools and madrasas. He provided examples of various practices that can be applied, including waste management, environmental greening, and the use of renewable energy. (Fathi, 2020). All of this, said

Fathi, is based on the principle of tawhid, which holds that all creation belongs to Allah and humans are responsible for maintaining and caring for it as a form of worship. Thus, it is clear that Islamic education has a very relevant and strategic dimension in supporting the achievement of the SDGs. By strengthening spiritual, social, and ecological values in the educational process, Islam not only educates pious individuals but also fosters the development of a just, resilient, and sustainable society. (Fuad, 2021)

Strengthening the Role of Islamic Education in Realizing Sustainable Development. With its various potentials, Islamic education is a vital instrument in promoting the achievement of the Sustainable Development Goals (SDGs) (Rachmadyanti et al., 2025). Islamic education based on the values of social justice, equality, and responsibility for the environment has the power to form a society that is not only intellectually superior, but also has a caring and responsible character for the sustainability of life together. (Jum'ah, 2021) Such education is capable of producing a generation that is aware of global challenges, resilient in the face of social inequality, and active in promoting environmental sustainability. (Aziz, 2021)

Through this article, we can examine in more depth the real contribution of Islamic education in supporting the achievement of SDGs, especially in the aspects of social empowerment and ecological awareness in the education system to show that Islamic education can be a transformative force that forms a generation that is empowered, empathetic, and committed to a more just and sustainable world future.

2. Methodology

This study employs a qualitative approach, utilizing a literature review method (library research), to gain a deeper understanding of the role of Islamic education in supporting the achievement of the Sustainable Development Goals (SDGs), particularly in terms of social empowerment and environmental awareness. The qualitative approach was chosen because it is able to capture the meaning, values, and views contained in various literature sources that are the focus of the study. (W.Creswell, 2014) . The literature study method involves a systematic review of various relevant secondary sources, including scientific books, journal articles, institutional reports, and other documents that discuss the relationship between Islamic education and sustainable development issues. The focus of the literature encompasses the themes of Islamic education, ecological values in Islam, social justice, and the principles of the SDGs within an Islamic context. The selection of literature is made purposefully, based on the relevance of the topic being studied. (Moleong, 2017)

3. Discussion

3.1 The Role of Islamic Education in Achieving SDGs Goals

Islamic education plays a strategic role in supporting the achievement of the Sustainable Development Goals (SDGs), particularly in the dimensions of social empowerment and environmental awareness (S. Arif, 2020). The results of the literature review, strengthened by interviews, show that the values inherent in Islamic education are inherently in line with the spirit of the SDGs. Values such as social justice, common welfare (*maslahah 'ammah*), and responsibility for the environment are not new in the Islamic tradition, but have become an integral part of the teachings of the Qur'an and Hadith.

Islamic education is a pillar of sustainable development. Islamic education, from its inception, has played a crucial role in shaping a complete human being who is not only intellectually intelligent but also morally upright, empathetic, and socially responsible. In Islam, the goal of education is not merely to acquire knowledge, but to cultivate a perfect human being who can be a blessing to the universe. (MS Arif, 2017) . This vision aligns with the mission of sustainable development, as outlined in the SDGs agenda, which prioritizes the well-being of humans and the sustainability of the planet at the core of development. (United Nations, 2015) . Islamic teachings encompass robust ethical principles that emphasize social justice, environmental responsibility, and the value of shared welfare. (Ahsan, 2016) . By making education an instrument of change, Islam consistently instills these values in the learning process at various levels.

The core values in Islam are closely aligned with the goals of the SDGs. For example, the principle of *maslahah 'ammah* emphasizes the importance of public welfare and preventing harm (*mafsadah*), which is in line with the goals of the SDGs in terms of poverty reduction, environmental sustainability, and economic justice. (Basyuni, 2019) . The concept of *khalifah fil ardh* shows that humans are appointed as leaders on earth, not as arbitrary rulers, but as guardians of Allah's mandate to maintain the balance and sustainability of life. (Al-Qur'an, 2015) . Likewise, the principles of 'adl (justice) and *ihsan* (goodness) teach the importance of equal access, equal treatment for women and men, and respect for human rights. (Bagir, 2017) . These are all valuable moral foundations for realizing a sustainable, peaceful, and inclusive world, as envisioned in the SDGs.

The Strategic Role of Islamic Educational Institutions Islamic boarding schools and madrasas in Indonesia have long been the spearhead of religious education. However, in recent developments, many have begun to expand their role to become centers of community empowerment (Wahyuddin, 2021). In addition to teaching interpretation and jurisprudence, they have also begun to introduce life skills, entrepreneurship, and social and environmental awareness to students. As community-based educational institutions, Islamic boarding schools have a strong social closeness to the community. This is a crucial asset in transforming sustainable values into the surrounding environment. Not a few

Islamic boarding schools have developed organic farming, waste management systems, and job skills training programs oriented towards the economic independence of the community. (Fathi, 2020)

3.2 Implementation of Islamic Education in the Context of SDGs

SDGs Integration Practices in Islamic Education Curriculum. As global awareness of the importance of sustainable development increases, several Islamic educational institutions have begun to integrate SDGs principles into their curricula. (Bappenas, 2017) For example, morality subjects are linked to ecological issues and social responsibility. Fiqh lessons are synergized with topics on Islamic economics and poverty alleviation. Extracurricular activities such as “Santri Peduli Lingkungan” are integral to the practical application of action-based Islamic education. (Indonesia, 2019) Islamic Education and Inclusive Access for Vulnerable Groups. One of the main strengths of Islamic education is its inclusive nature. Islamic boarding schools, madrasahs, and other Islamic educational institutions are often the last hope for children from underprivileged families. (Haedar, 2016) . In addition, many Islamic boarding schools open access to education for women and children with disabilities, who have so far received less attention. (Wahyuddin, 2021) This is highly relevant to the SDG goal of ensuring that no one is left behind.

Challenges and opportunities in strengthening the role of Islamic Education towards the SDGs. Despite its great potential, Islamic education also faces several challenges in strengthening its role towards the SDGs (Haq et al., 2025). Some of these challenges include limited human resources (especially teachers who understand SDGs issues), curriculum conservatism, and limited access to technology. However, opportunities to develop SDGs-based Islamic education are also very open (Basyuni, 2019) . One of the key findings of this study is the role of Islamic education in fostering environmental awareness among students. Islam teaches that nature is a trust from Allah SWT that must be protected and preserved, not just utilized. The concept of *khalifah fil ardh* is a strong theological foundation that posits humans are not the owners of the earth, but rather guardians who are morally responsible for maintaining the balance and sustainability of the universe (Windayana et al., 2022).

A number of Islamic boarding schools and madrasahs are now starting to implement an ecology-based curriculum as part of character education. Environmental education is not only taught in theory, but also realized in practical programs such as greening the school environment, waste management based on Islamic principles, and education on energy efficiency and the wise use of natural resources (Anisa & Rahmatullah, 2020). These programs not only instill awareness of the importance of protecting the environment but also equip students with practical skills relevant to everyday life (Nurbaiti et al., 2020). They learn that protecting nature is part of worship, and that even the smallest actions, such as throwing garbage in its place or planting trees, are real contributions to the sustainability of the earth they live on (Tareze et al., 2022).

Thus, Islamic education has proven to be able to become a learning space that not only forms spiritually pious humans, but also makes them aware of their social and ecological responsibilities. To implement ecological principles in everyday life, several Islamic boarding schools in Indonesia have taken concrete steps. (Muttaqin, 2020) They not only convey the values of environmental concern through teaching materials, but also apply them in real-world practice within the Islamic boarding school environment. For example, several Islamic boarding schools have developed a waste management system that focuses on recycling and reusing used goods to reduce environmental pollution (Fathi, 2020). In addition, some have also started to switch to renewable energy, such as utilizing solar panels to meet daily electricity needs. These steps represent a genuine commitment to Islamic education's role in building a sustainable ecological culture, as well as educating students to lead more environmentally friendly lives from an early age (Silfiana, 2020).

Islamic education not only plays a role in developing spiritual and intellectual aspects, but also has a significant contribution in the field of social empowerment, one of the main pillars of the Sustainable Development Goals (SDGs). (United Nations., 2015) . The results of the study show that many Islamic educational institutions, especially Islamic boarding schools, have implemented various community empowerment programs as part of their social mission. These programs include life skills training, Islamic value-based entrepreneurship development, and sharia economic education aimed at improving the welfare of individuals and families (Darwis et al., 2022) . The main goal is to create an economically independent society, reduce unemployment rates, and open up wider space for women's participation in development (Irfan, 2021) . In this context, the role of Islamic boarding schools goes beyond their traditional function as educational institutions. Islamic boarding schools have developed into centers for community empowerment that actively encourage social change. (Fathi, 2020) .

Through activities such as micro-business training, Islamic boarding school cooperatives, or community-based economic assistance, Islamic boarding schools become the driving force for strengthening the people's economy. These initiatives are in line with Islamic values while supporting the main principles of the SDGs, namely poverty reduction, economic equality, and inclusive development. (Jum'ah, 2021) The urgency of integrating SDGs values into the Islamic education curriculum. Many Islamic educational institutions are currently starting to adjust their teaching materials and learning approaches to be more contextual and relevant to current global challenges, especially in social, economic, and environmental aspects (Harto & Tastin, 2019) .

Holistic Islamic education is now no longer just transferring knowledge, but also instilling character values, social awareness, and ecological responsibility. Integrating the principles of the Sustainable Development Goals (SDGs) into the Islamic education curriculum is a strategic step in facing the complexity of the challenges of the 21st century (Haq et al., 2025) . Islamic education, which initially focused on strengthening religious

aspects, has now expanded its function into a space for social, environmental, and economic transformation. The findings in this study indicate that Islamic education can no longer stand alone from global realities such as the climate crisis, social inequality, and the decline of human ethics. (United Nations., 2015) . Through the integration of SDGs values, the Islamic education curriculum becomes more applicable, allowing students to develop social sensitivity and ecological awareness. This makes them not only academically intelligent, but also resilient in facing moral and social challenges in the global era. (MS Arif, 2017)

The strategy for integrating SDGs values in learning in the application of SDGs values in Islamic education can be carried out with an integrative approach, including; 1). Contextualization of Material: Morals are not only taught as individual ethics, but are associated with concern for nature, in accordance with the role of humans as khalifah fil ardh. 2). Interdisciplinary Approach: Economic fiqh material is expanded with sharia financial literacy, productive zakat management, and halal entrepreneurship. 3). Social and Ecological Action Projects: Students are invited to plant trees, manage waste banks, or create social mapping of fostered villages as part of real action learning. 4). Strengthening Character and Social Concern: Through daily practices in Islamic boarding schools, community service programs, and cross-issue discussions, the value of social responsibility is actively instilled. (Jum'ah, 2021)

Extracurricular activities are an effective means to deepen the internalization of sustainability values. Programs such as "Green Santri", "Environmentally Friendly Madrasah", or sharia social entrepreneurship training have proven to be able to teach life skills while forming empathy and social spirit in students. (Fathi, 2020) . This is a concrete example that Islamic education is able to bridge spirituality with real action for the common good. Islamic educational institutions that have implemented this approach have shown promising results. Students and students not only excel in the field of science, but are also actively involved in various social and environmental activities. They grow into individuals who understand Islamic values and are able to apply them in a global context that demands cross-sector concern. (Wahyuddin, 2021)

4. Conclusion

Islamic education plays an important role in supporting the Sustainable Development Goals (SDGs), especially in terms of social empowerment and environmental awareness. Islamic values such as *maslahah 'ammah*, justice, mercy, and the role of humans as caliphs on earth are in line with the basic principles of the SDGs, showing that Islamic education has a strong foundation in realizing fair and sustainable development. Institutions such as Islamic boarding schools and madrasahs not only focus on religious teachings, but are also active in community empowerment through skills

training, sharia entrepreneurship, and strengthening the local economy. This shows that Islamic education helps drive real and broad-based social change.

Ecological awareness is also part of Islamic education, demonstrated through concrete actions such as reforestation and waste management by students and Islamic boarding school students. The curriculum has also begun to integrate sustainability values into learning materials and activities, thus forming a generation that cares about the environment and is socially empathetic. Although challenges such as limited resources and teacher training still exist, the potential of Islamic education in strengthening sustainable development is enormous. With cross-sector collaboration, Islamic education can become a strategic force in creating a just, independent, and sustainable society.

5. Recommendation

To maximize the role of Islamic education in supporting the SDGs, it is necessary to integrate sustainability values into the curriculum more systematically. Teacher capacity must be improved through ongoing training related to social and environmental issues. Collaboration between educational institutions, government, and the private sector is also important to expand the impact. In addition, innovation in the management of educational institutions, especially in the management of resources and entrepreneurship of students, needs to be developed so that Islamic education becomes a motor of social transformation that is more adaptive and relevant to current global challenges.

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