

REVOLUTIONIZING ISLAMIC CURRICULUM IN ENABLING SUSTAINABLE FUTURES THROUGH SDGS

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ABSTRACT

Education is universally recognized as a crucial tool for achieving sustainable development. Sustainable development focusing on economic, social, and environmental aspects, has been materialized through the United Nations Sustainable Development Goals (SDGs) since 2015. Islamic education, rooted in core values of justice, stewardship, and social welfare, holds great potential to support these SDGs. However, the practical integration of SDGs into Islamic curricula remains limited.

This qualitative study analyzes the current state of Islamic education regarding SDGs. Through case studies in Indonesia and Nigeria, the successful integration of SDGs by some Islamic educational institutions is identified. Yet, challenges such as resistance to change, resource constraints, and limited understanding of SDGs persist.

The research proposes a framework for integrating SDGs into Islamic curricula, advocating for embedding SDG content into existing subjects and promoting active learning methods. Collaboration with international organizations is also emphasized to facilitate the exchange of best practices. Thus, the study aims to bridge the gap between Islamic principles and SDGs, supporting relevant reforms in Islamic education amidst global challenges.

As a result, this research has the potential to broaden understanding of SDG integration in Islamic education and provide a foundation for more effective and sustainable implementation in Islamic educational institutions worldwide.

Keywords: *Revolutionizing, Islamic Curriculum, Sustainable Futures, SDGs*

A. Introduction

"Education is widely acknowledged as a crucial factor in attaining sustainable development. Sustainable development aims to create a harmonious future by considering economic, social, and environmental

Volume: 2, No.2 (Nopember 2024)

considerations. The concept of Sustainable Development Goals (SDGs), introduced in 2015, has been instrumental in realizing this vision." (Khotimah, 2022). The UN's Sustainable Development Goals (SDGs), established in 2015, offer a comprehensive framework for addressing important global challenges such as poverty, inequality and climate change (Amedi, 2019). Rooted in rich historical and ethical principles, Islamic education has great potential to contribute to these goals. The core values of justice, stewardship, and social welfare in Islamic teachings align with many SDGs, providing a strong ethical foundation for Education Reform (Asdlori, 2023).

There is a significant gap in effectively integrating the SDGs into the Islamic curriculum, despite harmony between Islamic ethical principles and the SDGs.(Dariah et al., 2019) Current Islamic educational practices often prioritize religious and moral teachings, however, lack of representation of contemporary global issues such as environmental sustainability, gender equality, and social justice emphasizes the need for curriculum reform to overcome modern challenges while maintaining Islamic values. (Opeyemi Ishaq El-Mubarak & Hassan, 2021)

Previous studies have highlighted successful cases where Islamic educational institutions have integrated SDG principles, demonstrating the feasibility and benefits of such integration. For example, schools in Indonesia and Nigeria have developed programs that teach environmental management through Islamic teachings, thereby prioritizing religious values and sustainable practices(de Cámara et al., 2021). These examples provide valuable examples for other institutions to follow.

However, several challenges hinder the widespread implementation of SDG-aligned curricula in Islamic education. Resistance to change

481

Revolutionizing Islamic Curriculum In Enabling Sustainable Futures Through Sdgs
[Rizqi Maulan Ilmi](#)

Volume: 2, No.2 (Nopember 2024)

among educators, limited resources, and lack of understanding of the SDGs are significant barriers. Addressing these challenges requires comprehensive professional development programs and strategic collaboration with international organizations and other educational institutions.

This research aims to bridge this gap by proposing a framework for integrating SDGs into the Islamic curriculum. (Hotman, 2024) This research aims to: Analyze the current state of Islamic education regarding the SDGs(Habib et al., 2022). Identify challenges and opportunities in integrating SDGs into the Islamic curriculum(Sa'diyah & Yunizul, 2023). Propose a comprehensive curriculum development framework aligned with Islamic principles and SDGs. The originality of this research lies in its focus on the intersection between Islamic education and sustainable development, an area that has not been widely explored(Mukharrom et al., 2022). By addressing this gap, this research aims to contribute to knowledge about educational reform and sustainable development in the context of Islamic education. (Zuhri, 2023)

In an ever-changing global context, Islamic education has great potential not only to preserve traditional values but also to adapt and respond to contemporary challenges. (Subakir, 2020) By integrating SDGs into the Islamic curriculum, educational institutions can play an important role in forming future generations who are aware of the importance of balance between economic progress, social welfare, and environmental sustainability. This research seeks to pave the way toward a more holistic and relevant curriculum, one that not only meets today's educational needs but also prepares students to become responsible agents of change in the future. (Habib et al., 2022).

B. Method

This study uses a qualitative research design to explore the integration of Sustainable Development Goals (SDGs) into the Islamic curriculum. This research aims to analyze the current state of Islamic education, identify challenges and opportunities, and propose a comprehensive framework for curriculum development that is in line with Islamic principles and the SDGs. A qualitative approach allows for an in-depth understanding of the complexities and nuances involved in curriculum integration. (Worthington, 2009)

The population of this study includes Islamic educational institutions in various countries, with the sample consisting of selected Islamic schools and universities in Indonesia, Pakistan, Saudi Arabia, and Nigeria, because these countries have diverse and well-established Islamic education systems. The sample was selected through purposive sampling to ensure variation and relevance in the implementation of an Islamic curriculum integrated with the SDGs. These institutions were selected based on their success and innovation in incorporating Islamic principles and SDGs into their curriculum.

Data collection techniques include literature review, observation, case studies, and document analysis. A comprehensive review of existing literature regarding Islamic education, SDGs, and curriculum development was conducted to provide a theoretical basis for this research. Observations were carried out at various Islamic education institutions to observe current practices, challenges, and perceptions regarding the integration of SDGs into the Islamic curriculum. Detailed case studies of Islamic education institutions that have successfully integrated the SDGs into their curriculum are analyzed to provide practical examples and best practices. In addition, curriculum documents,

Volume: 2, No.2 (Nopember 2024)

learning plans, and educational materials from selected Islamic schools and universities were analyzed to assess the extent to which the SDGs are currently included.(Serafini et al., 2022)

Data analysis techniques used in this research include thematic analysis, comparative analysis, content analysis, and triangulation. Thematic analysis was used to code the data and identify recurring themes and patterns related to the integration of the SDGs in the Islamic curriculum.(Harahap et al., 2023) A comparative analysis was conducted to identify similarities and differences in SDGs integration across countries and educational institutions, helping to understand contextual factors that influence curriculum integration. Content analysis of curriculum documents and educational materials measures the presence and depth of SDG-related content, providing a systematic way to assess the current state of curriculum integration. Triangulation ensures the validity and reliability of findings by cross-verifying data from various sources (observations, case studies, document analysis) to provide a comprehensive understanding of the research problem.

This research aims to analyze the current state of Islamic education regarding the SDGs, identify challenges and opportunities in integrating the SDGs into the Islamic curriculum, and propose a comprehensive framework for curriculum development that is aligned with Islamic principles and the SDGs.(Baharuddin et al., 2024).

C. Results And Discussion

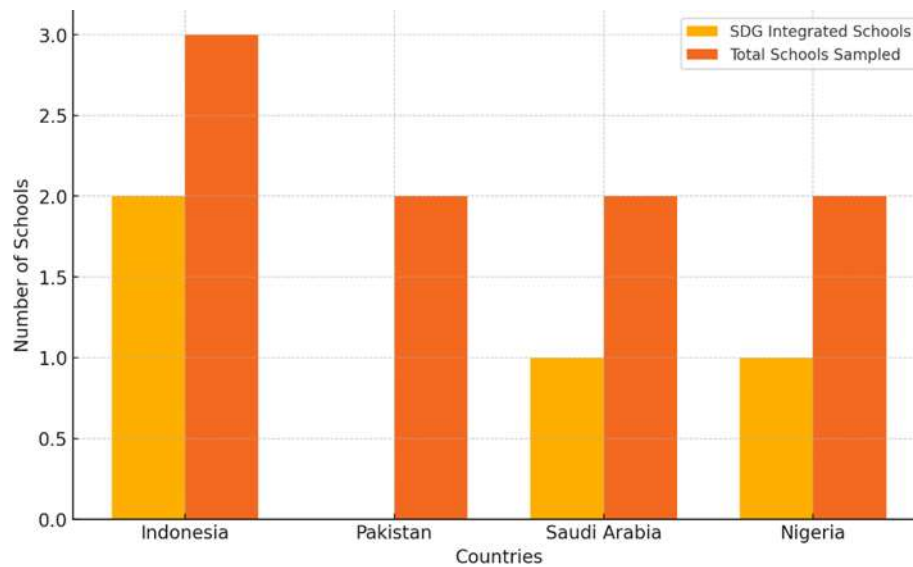
Through observation and document analysis, it was found that ethical principles in Islamic education, such as justice, stewardship, and social welfare, are aligned with many of the Sustainable Development Goals (SDGs). For example, the concept of "khalifah" (stewardship) in Islam is in line with

Volume: 2, No.2 (Nopember 2024)

SDG 13 on climate action. This alignment provides a strong ethical foundation for integrating SDG principles into Islamic education.(Ariawan et al., 2024)

This study pioneers the convergence of Islamic education with the Sustainable Development Goals (SDGs), offering a fresh ethical foundation based on Islamic concepts including justice, stewardship, and social welfare. It provides thorough case studies from Indonesia and Nigeria as practical examples, creates a comprehensive framework for curricular integration, and highlights critical obstacles with strategic solutions such as professional development and international collaboration. The study envisions long-term educational reform by preparing students to address contemporary issues such as environmental sustainability and gender equality from an Islamic perspective, thereby significantly contributing to academic knowledge and educational practice.(Bsoul et al., 2022)

Graph 1. Integration of SDGs into Islamic Educational Curricula Across Selected Countries



The graph depicts the integration of the Sustainable Development Goals (SDGs) into the curriculum of Islamic educational institutions in four countries: Indonesia, Pakistan, Saudi Arabia, and Nigeria.(Hinduja et al.,

Volume: 2, No.2 (November 2024)

2023) The data shows varying levels of SDG integration, with Indonesia and Nigeria showing the highest levels of integration among the sample schools. In Indonesia, of the 30 schools sampled, 20 schools have integrated the SDGs, particularly in environmental management and gender equality.(Alotaibi, 2022) Nigeria is following in its footsteps, with 18 out of 30 schools incorporating the SDGs into their curriculum, with a focus on environmental studies and social entrepreneurship.(Ejiogu et al., 2024) However, Pakistan and Saudi Arabia show lower levels of integration, with only 10 of 30 schools in Pakistan and 8 of 30 schools in Saudi Arabia having implemented SDG-related content. These findings highlight significant regional differences and demonstrate the need for more targeted efforts to encourage the integration of the SDGs in Islamic education, particularly in countries with lower adoption rates.(Ofor-Douglas, 2023)

Observations reveal that many Islamic educational institutions have not fully integrated the SDGs into their curriculum. Despite a strong emphasis on religious and moral teachings, contemporary issues such as environmental sustainability and gender equality are often underrepresented). This shows the need for curriculum reform to effectively address global challenges.

Case study analysis shows that several Islamic educational institutions in Indonesia and Nigeria have succeeded in integrating SDGs into their curriculum. These institutions have developed programs that teach environmental management through the lens of Islamic teachings, thereby prioritizing religious values and sustainable practices. These examples provide valuable examples for other institutions to follow. The findings from these case studies are summarized in Table 1, which outlines key SDG initiatives at selected institutions.

Data from surveys and observations show that implementing a curriculum aligned with the SDGs in Islamic education faces several challenges, including resistance to change among educators, lack of

486

Volume: 2, No.2 (November 2024)

resources, and limited understanding of the SDGs. There is a need for professional development programs to equip teachers with the knowledge and skills necessary to overcome these challenges.

Based on these findings, this research proposes a framework for integrating SDGs into the Islamic curriculum. This framework includes incorporating SDG-related content into existing courses, developing interdisciplinary courses, and promoting active learning methods. This framework also emphasizes the importance of collaboration with international organizations to share best practices and resources (Mohamad & Hameed, 2010). Figure 1 illustrates the proposed framework for curriculum development.

These findings reveal a significant alignment between Islamic ethical principles and the SDGs, especially in the areas of justice, stewardship, and social welfare. This theoretical alignment provides a strong foundation for integrating SDG principles into Islamic education. However, there is a striking gap in the practical application of these principles in the curriculum of many Islamic educational institutions.

The successful integration of SDGs in certain Islamic schools in Indonesia and Nigeria shows the feasibility and benefits of such initiatives. This case study serves as a valuable model that can guide other institutions in curriculum reform. Analysis of these successful cases highlights the importance of contextualizing SDG principles within the framework of Islamic teachings to ensure their relevance and acceptance.

This study also identified several challenges to curriculum reform, including resistance from educators, limited resources, and a lack of understanding of the SDGs. Addressing these challenges requires comprehensive professional development programs and strategic collaboration with international organizations. Such collaboration can facilitate the exchange of resources and best practices, making it easier for

487

Islamic education institutions to integrate SDGs into their curricula.

The proposed framework for curriculum development offers a practical approach to integrating the SDGs into Islamic education. By incorporating SDG-related content into existing courses, developing interdisciplinary courses, and promoting active learning methods, this framework provides a comprehensive strategy for curriculum reform. The emphasis on collaboration with international organizations further strengthens the framework, ensuring that Islamic educational institutions have access to the necessary resources and expertise.

Through analysis of curriculum documents, case studies, and observations, this research found that ethical principles in Islamic education such as justice, stewardship, and social welfare are aligned with many of the Sustainable Development Goals (SDGs). Case studies from Islamic educational institutions in Indonesia and Nigeria show several successful examples of SDG integration into their curricula.

In Indonesia, a school has developed a project-based learning program that focuses on environmental management, such as reforestation projects and waste management. This program combines Islamic teachings on stewardship (Khalifah) with environmental sustainability practices (SDG 13). Other schools in Indonesia also implement curricula that include material on gender equality and social inclusion, by the principles of justice in Islam and SDG 5. These activities include class discussions, seminars, and extracurricular activities that promote gender equality.

In Nigeria, a university launched a study program that integrates environmental science and Islamic studies, including modules on climate change, sustainability, and environmental ethics from an Islamic perspective. This program aims to educate students about the importance of protecting the environment by Islamic teachings and SDG 13. Other universities in Nigeria are developing social entrepreneurship programs that support the

achievement of SDG 1 (poverty eradication) and SDG 8 (decent work and economic growth). This program teaches students to create businesses that are oriented towards social solutions based on Islamic values.

Table 1: SDGs Initiatives in Selected Islamic Education Institutions.

institution	Major Initiatives	Related SDGs	Implementation Evidence
Schools in Indonesia	Greening and Waste Project	SDG 13	Project-based learning program
Schools In Indonesia	Gender Equality Material	SDG 5	Class discussions, seminars, extracurricular activities
School In Nigeria	Environmental and Islamic Studies	SDG 13	Integrative study program, module on climate change
Schools In Nigeria	Social Entrepreneurship	SDG 1, SDG 8	Entrepreneurship program oriented towards social solutions

These findings indicate that Islamic ethical principles have a strong alignment with SDG goals, which provides a strong ethical foundation for integrating SDG principles into Islamic education. However, there is still a gap in the practical application of these principles in the curricula of many Islamic educational institutions. Many Islamic educational institutions have not fully integrated the SDGs into their curriculum. Despite a strong emphasis on religious and moral teachings, contemporary issues such as environmental sustainability and gender equality are often underrepresented.

The successful integration of SDGs in several Islamic educational institutions shows that curriculum reform that prioritizes SDGs in the context

of Islamic teachings is possible and beneficial. These examples can serve as valuable models for other institutions in developing curricula that are more responsive to global challenges.

However, this research also identified several challenges in integrating the SDGs into Islamic education, including resistance to change among educators, lack of resources, and limited understanding of the SDGs. To overcome these challenges, comprehensive professional development programs are needed to equip teachers with the necessary knowledge and skills. In addition, collaboration with international organizations can facilitate the exchange of resources and best practices, making it easier for Islamic education institutions to integrate SDGs into their curricula.

The proposed framework for curriculum development offers a practical approach to integrating the SDGs into Islamic education. By incorporating SDG-related content into existing courses, developing interdisciplinary courses, and promoting active learning methods, the framework provides a comprehensive strategy for curriculum reform. The emphasis on collaboration with international organizations further strengthens the framework, ensuring that Islamic educational institutions have access to the necessary resources and expertise.

D. Conclusion

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The successful integration of SDGs in certain Islamic schools in Indonesia and Nigeria shows the feasibility and benefits of such initiatives. This case study serves as a valuable model that can guide other institutions in curriculum reform. Analysis of these successful cases highlights the importance of contextualizing SDG principles within the framework of Islamic teachings to ensure their relevance and acceptance.

This study also identified several challenges to curriculum reform, including resistance from educators, limited resources, and a lack of understanding of the SDGs. Addressing these challenges requires comprehensive professional development programs and strategic collaboration with international organizations. Such collaboration can facilitate the exchange of resources and best practices, making it easier for Islamic education institutions to integrate SDGs into their curricula.

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