



# Revolutionizing Islamic Curriculum in Enabling Sustainable Futures through SDGs

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## ABSTRACT

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This study aims to explore and enhance the integration of the United Nations Sustainable Development Goals (SDGs) into Islamic education curricula, which is rooted in values such as justice, stewardship, and social welfare. Despite the global recognition of education as a key driver for sustainable development, the incorporation of SDGs into Islamic education remains underdeveloped. Through qualitative analysis and phenomena studies in Indonesia, Nigeria, Pakistan, and Saudi Arabia. Data were collected based on literature descriptions from national and international research results. This study identifies examples of successful SDGs integration and challenges that still exist, including resistance to change, resource constraints, and lack of understanding of the SDGs. The findings contribute to the development of a framework for embedding SDG content within Islamic curricula, advocating for active learning methods and collaboration with international organizations to exchange best practices. This research not only bridges the gap between Islamic principles and SDGs but also provides a foundation for more effective and sustainable implementation in Islamic educational institutions globally.

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## 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 considerations. The concept of Sustainable Development Goals (SDGs), introduced in 2015, has been instrumental in realizing this vision (D. R. K. 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 (Carlsen & Bruggemann, 2022; Rashed & Shah, 2021; Whittingham et al., 2023). Rooted in rich historical and ethical principles, Islamic education has great potential to contribute to these goals (Khan & Haneef, 2022; Rehman et al., 2021). 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). Current Islamic

educational practices often prioritize religious and moral teachings, however, lack of representation of contemporary global issues such as environmental sustainability (Sanjani, 2024), gender equality, and social justice emphasizes the need for curriculum reform to overcome modern challenges while maintaining Islamic values (El-Mubarak et al., 2021).

Previous studies have highlighted successful cases where Islamic educational institutions have integrated SDG principles, demonstrating the feasibility and benefits of such integration. 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; Habib et al., 2022; Hotman, 2024; Sa'diyah & Yunizul, 2023). These examples provide valuable examples for other institutions to follow. Several challenges hinder the widespread implementation of SDG-aligned curricula in Islamic education (Mukharrom et al., 2022; Zuhri, 2023). Resistance to change 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 study offers novelty by exploring the intersection of Islamic education and sustainable development, an area that has not been widely explored. The main focus of this study is to bridge the gap in the integration of Sustainable Development Goals (SDGs) into the Islamic curriculum. The purpose of this study is to analyze the current state of Islamic education in relation to the SDGs, identify the challenges and opportunities in integrating the SDGs into the Islamic curriculum and propose a comprehensive curriculum development framework that is aligned with Islamic principles and the SDGs. Islamic education in the global context has great potential not only to maintain traditional values but also to adapt and respond to contemporary challenges. By integrating the SDGs into the Islamic curriculum, educational institutions can play a significant role in shaping the next generation who are aware of the importance of balancing economic progress, social welfare and environmental sustainability.

## RESEARCH METHODS

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.

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, 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).

## RESULTS AND DISCUSSION

### Adaptability to SDGs in Islamic Educational Institutions

Islamic educational institutions have an important role in shaping the character and worldview of the younger generation, which focuses not only on teaching religious knowledge but also on developing strong morals and ethics. One way these institutions can contribute further is by integrating the Sustainable Development Goals (SDGs) into the curriculum of educational institutions (Avelar et al., 2023; Ferrer-Estévez & Chalmeta, 2021; Leal Filho et al., 2023). The SDGs set by the United Nations (UN) cover various aspects of sustainable development such as quality education, gender equality, poverty reduction, and environmental protection. By adopting and integrating the SDGs into education, Islamic educational institutions can help create a generation that not only understands religious teachings but also has a high social and environmental awareness.

The integration of SDGs into the Islamic education curriculum can be done through a holistic and contextual approach, which is relevant to Islamic values. For example, in Islam, there is the concept of "Khalifah fil Ardh" (caliph on earth), which emphasizes human responsibility in protecting and preserving the earth (Arifin & Zaini, 2024). This concept is in line with several SDGs goals such as action on climate change, life on land, and life underwater. By including education on ecological responsibility and sustainability in the curriculum, students can be taught to understand the importance of maintaining the balance of nature as part of their worship and responsibility as human beings.

Islamic educational institutions can also emphasize the importance of social justice and equality, which are at the heart of many of the SDGs. Islamic education that emphasizes the concept of 'adalah (justice) can help promote gender equality (SDG 5) and reduce inequality (SDG 10). Through learning and discussions based on the values of the Quran and Hadith, students can better understand the importance of respecting the rights of every individual, regardless of gender, race, or social status, so that they are better prepared to contribute to a more just and equitable society.

Islamic educational institutions have a great opportunity to adapt the Sustainable Development Goals (SDGs) by aligning them with the core teachings of Islam. In Islam, there are fundamental principles such as justice (al-'adl), social welfare (al-maslahah), and environmental protection (hifz al-bi'ah), all of which align with many of the SDGs. By leveraging these teachings, Islamic educational institutions can play a significant role in educating the younger generation about the importance of sustainable development and encouraging them to actively participate in achieving the SDGs. The principle of justice (al-'adl) is one of the core teachings of Islam that encourages people to be fair to each other and other

creatures(Khotimah et al., 2024). This principle can be integrated with SDGs that focus on equality and social inclusion, such as SDG 5 (Gender Equality) and SDG 10 (Reduced Inequality). By teaching the value of justice through an Islamic context, students can understand the importance of fighting for the rights of all people, regardless of background, gender, or social status. Education that emphasizes the principles of al-'adl can help build a more just and equitable society, in line with Islamic values and global goals.

Social welfare (al-maslahah) is another Islamic concept that can be aligned with several SDGs, such as SDG 1 (No Poverty) and SDG 2 (No Hunger). The teachings of zakat and sadaqah in Islam are concrete examples of the application of al-maslahah, which seeks to ensure that the basic needs of every individual are met. Zakat and sadaqah are not only intended to purify wealth, but also to distribute wealth more equitably within society. By teaching the importance of zakat and sadaqah in the context of the SDGs, students can understand their role in reducing poverty and hunger, and promoting shared prosperity.

Environmental protection (hifz al-bi'ah) is also an important part of Islamic teachings that can be linked to the SDGs, especially SDG 13 (Climate Action), SDG 14 (Marine Ecosystems), and SDG 15 (Land Ecosystems). Islam teaches the importance of maintaining the balance of nature and prohibiting damage to the earth, all of which are part of human responsibility as khalifah on earth. Through education that emphasizes the importance of hifz al-bi'ah, Islamic educational institutions can teach students to respect and protect the environment as part of their religious obligations, while supporting global efforts to address climate change and protect ecosystems.

**Table 1. Concept of SDGs Implementation**

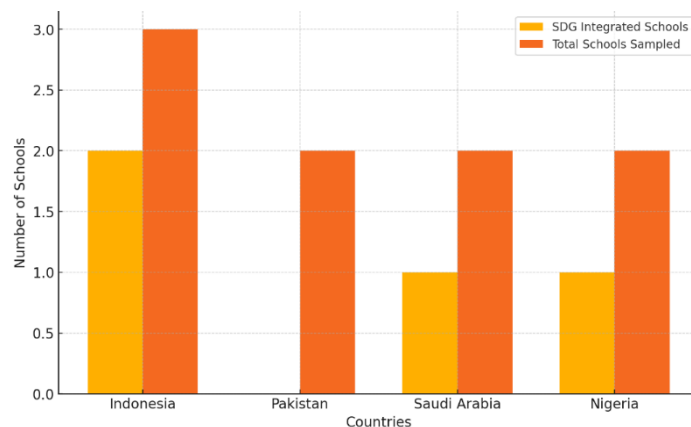
<b>Core Teachings of Islam</b>	<b>Aligned SDGs</b>	<b>Implementation</b>
Justice (al-'adl)	SDG 1 (No Poverty)	Teaching about economic justice, zakat policy to reduce social inequality
	SDG 10 (Reducing Inequality)	Discussion on social justice in the classroom and how Islamic economic policies can be applied
Social Welfare (al-maslahah)	SDG 2 (Zero Hunger)	Integration of the concept of alms and waqf in helping the less fortunate
	SDG 3 (Health and Wellbeing)	Community-based health programs based on social welfare principles
Environmental Protection (hifz al-bi'ah)	SDG 13 (Climate Action)	Learning about environmental responsibility in Islam, recycling projects in schools
	SDG 7 (Clean and Affordable Energy)	Teaching the use of renewable energy in daily life

Islamic educational institutions follow Table 1, have a unique opportunity to align their curricula with the Sustainable Development Goals (SDGs) by integrating the core teachings of Islam justice (al-'adl), social welfare (al-maslahah), and environmental protection (hifz al-bi'ah) into their educational frameworks. By doing so, these institutions can foster a holistic understanding of sustainable development among students, rooted in both religious values and global goals. This approach not only encourages students to recognize the interconnectedness of social justice, economic equity, and environmental stewardship but also empowers them to act as responsible stewards (khalifah) of the earth, as mandated by Islamic teachings.

By embedding these principles into the educational process, Islamic institutions can cultivate a generation that is both spiritually aware and actively engaged in addressing global challenges (Suroso et al., 2021), bridging the gap between faith-based values and universal aspirations for a sustainable future. This integration can ultimately lead to the development of future leaders who are committed to both their religious duties and the broader pursuit of global sustainability, thus contributing to a more just, equitable, and environmentally conscious world. Islamic educational institutions can play a broader role in shaping a generation that is not only religious and moral, but also has a deep concern for global issues that affect their future and the world. This also creates an opportunity to create a cadre of leaders who are not only committed to Islamic values, but also to the principles of sustainability and sustainable development that can bring about positive change at the local and global levels.

### **Implementation of SDGs-based Curriculum**

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). Like the concept of "khalifah" (stewardship) in Islam is in line with SDG 13 on climate action. This alignment provides a strong ethical foundation for integrating SDG principles into Islamic education (Ariawan et al., 2024). Their 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. 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).



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

The graph depicts by Figure 1, 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., 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 (Khoirunnisak et al., 2023).

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 2, which outlines key SDG initiatives at selected institutions.

**Table 2. SDGs Initiatives in Selected Islamic Education Institutions**

<b>Institution Country</b>	<b>Major Initiatives</b>	<b>Related SDGs</b>	<b>Implementation Evidence</b>
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

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 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. This research proposes based on finding 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. 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 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.

School in Indonesia 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.

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.

The findings of this study indicate a strong alignment between Islamic ethical principles and the Sustainable Development Goals (SDGs), in line with previous studies that emphasize the potential of religious values in supporting global sustainability goals (Khan & Haneef, 2022). However, as found by (Zguir et al., 2021) the practical application of these principles in the Islamic education curriculum is still less than optimal.

Limitations in this study include the limited focus on two countries, namely Indonesia and Nigeria, which may not fully represent global conditions. In addition, resistance from educators and limited resources found in this study are in line with the challenges identified by (Serafini et al., 2022) in Islamic education reform. Nevertheless, this study makes a significant contribution by offering a practical and integrated curriculum development framework that is not only relevant to Islamic education but can also serve as a model for other educational institutions seeking to integrate the SDGs. By highlighting the importance of international collaboration and professional development, this study paves the way for a more holistic and structured approach to reforming the Islamic education curriculum.

## CONCLUSION

These findings reveal a significant alignment between Islamic ethical principles and the SDGs, particularly in areas such as justice, stewardship, and social welfare. This theoretical alignment provides a robust foundation for integrating SDG principles into Islamic education. However, a substantial gap exists in the practical application of these principles within the curriculum of many Islamic educational institutions. The successful integration of SDGs in certain Islamic schools in Indonesia and Nigeria demonstrates the feasibility and benefits of such initiatives. These case studies serve as valuable models that can guide other institutions in curriculum reform, emphasizing the importance of contextualizing SDG principles within the framework of Islamic teachings to ensure their relevance and acceptance.

Despite these successes, this study also identified several challenges to curriculum reform, including resistance from educators, limited resources, and a lack of understanding of the SDGs. Overcoming 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. The proposed framework for curriculum development offers a practical approach to integrating SDGs into Islamic education by incorporating SDG-related content into existing courses, developing interdisciplinary courses, and promoting active learning methods. Furthermore, the emphasis on collaboration with international organizations strengthens the framework, ensuring that Islamic educational institutions have access to the necessary resources and expertise for successful implementation.

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