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Integration of Islamic Values in Achieving the Sustainable Development Goals (SDGs) through Islamic Religious Education

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ABSTRACT

Background: This study is grounded in the importance of incorporating spiritual and moral perspectives to support the achievement of the Sustainable Development Goals (SDGs) through Islamic religious education. **Objective:** This study aims to identify the conceptual and practical contributions of Islamic religious education to the implementation of the SDGs across various aspects of social life. **Method:** The study employs a descriptive qualitative approach, drawing on a literature review of academic sources, global policy documents, and relevant Islamic teachings. **Result:** The findings indicate that Islamic values, such as social justice, environmental stewardship, education for all, and social responsibility toward vulnerable groups, are highly aligned with the SDGs, particularly Goal 4 (Quality Education), Goal 10 (Reduced Inequalities), and Goal 16 (Peace, Justice, and Strong Institutions). **Conclusion:** The study concludes that Islamic religious education can serve as an ethical and spiritual foundation for sustainable development practices that extend beyond economic growth to encompass character formation, social awareness, and harmonious human coexistence. **Contribution:** This study contributes to the growing body of literature on the intersection of Islamic religious education and sustainable development by demonstrating the compatibility between Islamic values and the Sustainable Development Goals (SDGs).

1. INTRODUCTION

The Sustainable Development Goals (SDGs) are a global agenda adopted by the member states of the United Nations (UN) in 2015, a continuation of the Millennium Development Goals (MDGs) (Putri et al., 2025; Saefudin & Fitriyah, 2020). This agenda consists of 17 goals aimed at eradicating poverty, reducing inequalities, protecting the environment, improving the quality of education, and promoting global peace and prosperity. The SDGs emphasise that development should not be solely oriented toward economic growth but must also address social, environmental, and humanitarian dimensions sustainably (Pérez-Escamilla, 2017; Fonseca, 2020). In practice, achieving the SDGs requires the involvement of various sectors, including education, which serves as a strategic instrument for fostering public awareness and character development.

Education plays a crucial role in supporting sustainable development by shaping learners' mindsets, attitudes, and behaviours toward social and environmental responsibility. UNESCO emphasises that Education for Sustainable Development (ESD) is an approach aimed at instilling values, knowledge, and skills necessary for creating a just and sustainable society (Hastangka et al., 2019; Segara, 2015). In the Indonesian context, Islamic religious education

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plays a strategic role in supporting the implementation of sustainable development values, as it emphasises not only religious cognitive aspects but also character formation, moral development, and students' social responsibility (Fatimah, 2025; Iksan, 2025).

Islamic religious education is a process of guiding learners to understand, internalise, and practice Islamic teachings comprehensively in their daily lives (Setiawan et al., 2021). It aims to develop individuals who possess faith, piety, noble character, and the ability to fulfil their social role as *khalifah* (stewards) on Earth. Islamic values such as justice (*al-'adl*), responsibility (*amanah*), brotherhood (*ukhuwah*), social concern, tolerance, and environmental preservation are highly relevant to the principles of the SDGs (Allen, 2018). Therefore, integrating Islamic values into Islamic religious education can provide an ethical and spiritual foundation for sustainable development by promoting balanced relationships among humans, fellow human beings, and the natural environment.

Previous studies have demonstrated that education contributes significantly to achieving the SDGs, particularly in strengthening character development, environmental awareness, and social development within communities (Angraeni et al., 2025; Megasari et al., 2025; Putra et al., 2025). Other studies have emphasised the important role of education in fostering global awareness of sustainability issues (Morton, 2017; Putra et al., 2025). Meanwhile, additional research has shown that Islamic values are closely linked to the principles of social justice, peace, and environmental stewardship, which constitute essential components of the SDGs (Navlia, 2020; Hajar, 2024; Megasari et al., 2025; Mufid et al., 2024). However, most existing studies focus on general education, environmental education, or the implementation of the SDGs within broader educational policies. Research specifically examining the integration of Islamic values in achieving the SDGs through Islamic religious education remains relatively limited and has not been comprehensively explored.

At the same time, globalisation and modernisation have generated various social and moral challenges, including increased individualism, environmental degradation, intolerance, social inequality, and declining awareness of humanitarian values among younger generations. These conditions indicate that sustainable development requires an approach that goes beyond material and technocratic considerations and is supported by strong moral and spiritual foundations. In this regard, Islamic religious education has significant potential as a medium for social transformation, fostering ecological awareness, social responsibility, and universal humanitarian values grounded in Islamic teachings.

Furthermore, several SDG goals are directly related to the substance of Islamic teachings, particularly Goals 4 on Quality Education, 10 on Reduced Inequalities, 13 on Climate Action, and 16 on Peace, Justice, and Strong Institutions. Islam, as a religion of *rahmatan lil 'alamin* (mercy to all creation), emphasises the importance of maintaining harmony in life through justice, compassion, and responsibility toward both humanity and the environment. Therefore, integrating Islamic values into Islamic religious education is essential for enhancing the relevance of religious education in addressing contemporary global development challenges.

There is a need for a more in-depth examination of how Islamic values can support the achievement of sustainable development goals through Islamic religious education. This article aims to analyse the relevance of Islamic values to the principles of the SDGs and to identify the conceptual and practical contributions of Islamic religious education in fostering an ethical, just, and sustainable society. This study will likely contribute to the development of a more contextual, humanistic, and responsive paradigm of Islamic education that addresses the global challenges of the twenty-first century.

2. METHOD

2.1 Research Design

This study employed a descriptive qualitative approach using a library research method. This approach was selected because the study focuses on examining the concepts, values, and relevance of Islamic religious education in supporting the achievement of the Sustainable Development Goals (SDGs) through an analysis of relevant literature. Descriptive qualitative research aims to gain an in-depth understanding of phenomena based on the interpretation of textual data, thereby providing a comprehensive overview of the integration of Islamic values into sustainable development (Aria & Cuccurullo, 2017; Tekdal, 2021).

2.2 Data Sources

The data used in this study were secondary sources obtained from various scholarly sources, including reference books, national and international journal articles, policy documents related to the SDGs, and classical and contemporary Islamic sources relevant to the research topic. Sources were selected purposively by considering their

credibility, recency, and relevance to the study's focus on the relationship between Islamic religious education and sustainable development.

2.3 Data Collection

Data were collected through a documentation study that involved identifying, reviewing, recording, and analysing various documents and literature related to the integration of Islamic values within the context of the SDGs. Through this technique, the researchers gathered information that supported the analysis of the contributions of Islamic religious education to sustainable development.

2.4 Data Analysis

The collected data were analysed using content analysis. The analysis was conducted through several stages, including data reduction, classification of data based on specific themes, data presentation, and interpretative conclusion drawing and synthesis (Donthu et al., 2021; Van Eck & Waltman, 2010). During the analytical process, the data were organised into several major themes related to sustainable development goals, such as quality education (SDG 4), gender equality (SDG 5), reduced inequalities (SDG 10), climate action and environmental conservation (SDGs 13 and 15), and peace and social justice (SDG 16). Subsequently, Islamic values embedded in Islamic religious education were analysed in relation to SDG indicators to identify both conceptual and practical contributions of Islamic religious education to sustainable development.

To ensure data trustworthiness, this study employed source triangulation by comparing information from various sources and previous research findings to enhance data validity and consistency. Through this approach, the study is expected to provide a more comprehensive understanding of the role of Islamic religious education in fostering a society characterised by strong moral values, social justice, and sustainability, in line with the Sustainable Development Goals (SDGs).

3. RESULTS AND DISCUSSION

3.1 Results

This study employed a bibliometric approach using VOSviewer to map the intellectual structure of research on the Sustainable Development Goals (SDGs). Bibliometric analysis was conducted to identify the interconnections among research topics, thematic density, and patterns of scientific collaboration emerging in academic publications. This approach enabled the researchers to obtain a more comprehensive understanding of the development trends of SDG-related research and the issues that have received the greatest attention in the global literature. The resulting visualisations were subsequently interpreted to examine their relevance to the values of Islamic religious education as an ethical and spiritual foundation for supporting sustainable development.

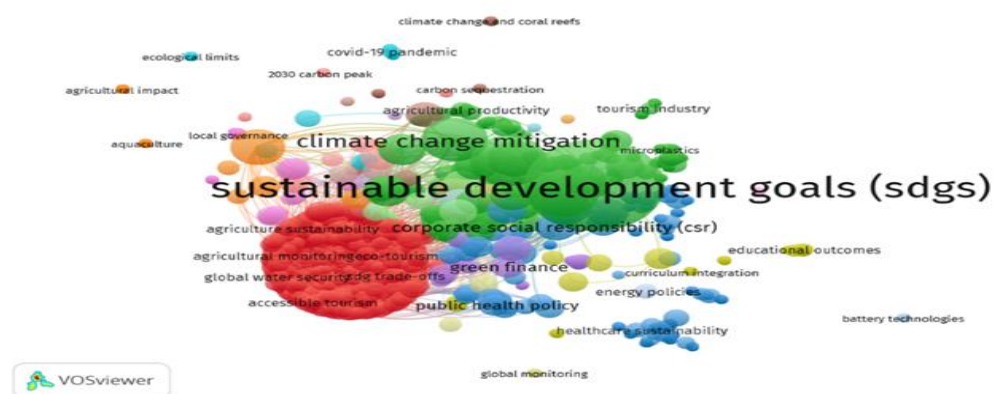


Figure 1. Network Visualisation of Sustainable Development Goals Topics Using VOSviewer

The visualisation illustrates the complex relationships among various concepts associated with the Sustainable Development Goals (SDGs) and climate change mitigation efforts. At the centre of the network, the keywords *SDGs* and *climate change mitigation* emerge as the most prominent nodes, indicating that sustainable development is closely linked to mitigation strategies to address the global climate crisis. Concepts such as *agricultural sustainability* and *corporate social responsibility (CSR)* highlight the importance of environmentally responsible and ethical practices, which align with Islamic teachings that emphasise stewardship of the Earth as a trust (*amanah*) entrusted

by Allah. Furthermore, themes related to *public health* and *education* underscore the significance of human well-being and knowledge development as essential components of sustainable development.

The visualisation also highlights contemporary global challenges, including the *COVID-19 pandemic* and the *tourism industry*, which have intensified the need for collective action to achieve sustainable development objectives. Overall, the network reflects the interconnected nature of factors that contribute to sustainable development and climate change mitigation. From the perspective of Islamic religious education, these findings emphasise the relevance of *amar ma'ruf nahi munkar* (promoting good and preventing harm), in which policies and actions that support environmental sustainability and human welfare are viewed as manifestations of devotion to Allah and the fulfilment of humanity's responsibility as *khalifah* (stewards) on Earth.



Figure 2. Keyword Relationships Based on Density in the Network Visualisation

The density visualisation illustrates the relationships among various concepts associated with the Sustainable Development Goals (SDGs) and climate change mitigation efforts. The terms *Sustainable Development Goals (SDGs)* and *climate change mitigation* appear as the largest and most prominent nodes, indicating their central importance within the global sustainable development discourse. The connections among concepts such as *sustainable agriculture*, *corporate social responsibility (CSR)*, and *green finance* suggest that environmental sustainability must be pursued holistically, integrating economic, social, and environmental dimensions. This perspective is consistent with Islamic teachings that emphasise the responsibility of humans to maintain balance and harmony in the natural world as part of their divine trust (*amanah*).

In addition, keywords such as *public health*, *education*, and *tourism accessibility* display relatively high-density values, indicating substantial scholarly attention toward improving the quality of life, promoting social welfare, and ensuring equitable resource management. The presence of terms such as *global water security* and *SDG trade-offs* underscores the complex challenges of achieving sustainable development objectives, where progress in one area may require careful consideration of impacts on other goals. Moreover, the inclusion of the *COVID-19 pandemic* and its effects on the *tourism industry* reflects the far-reaching consequences of global crises. It underscores the need for coordinated responses across sectors and nations.

The density visualisation demonstrates the interconnected, multidisciplinary nature of sustainable development research. It emphasises the importance of collaboration among governments, educational institutions, businesses, and communities in addressing global challenges. From the perspective of Islamic religious education, these findings resonate with the principle of *amar ma'ruf nahi munkar* (enjoining good and preventing harm), which encourages individuals and institutions to promote ethical, responsible, and sustainable actions. Such efforts reflect humanity's role as *khalifah* (stewards) on Earth, entrusted with preserving environmental sustainability, social justice, and collective well-being as manifestations of gratitude and obedience to Allah.

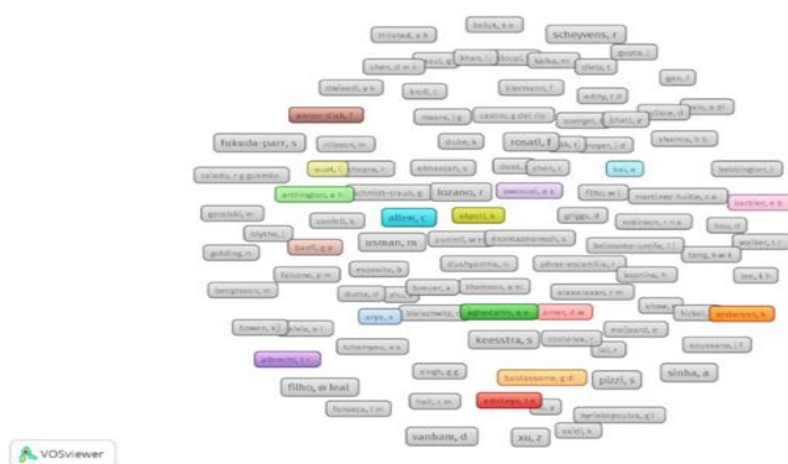


Figure 3. Scientific Collaboration Network in Sustainable Development Goals Research Using VOSviewer

This visualisation presents the network of authors and researchers collaborating in Sustainable Development Goals (SDGs) research. Each node represents an individual contributor, while the connections between nodes indicate collaborative relationships established through scientific publications. The network's structure provides insights into the patterns of scholarly cooperation and the extent to which researchers collaborate to advance knowledge in sustainable development. From an Islamic scholarly perspective, such collaboration reflects the values of *ukhuwah* (brotherhood) and cooperation in the pursuit of knowledge that benefits humanity.

The arrangement of authors into interconnected clusters demonstrates the diversity of contributions from researchers with different academic backgrounds and areas of expertise. The varying colours of the nodes indicate distinct research groups or thematic clusters, illustrating how scholars organise around particular topics while remaining connected to the broader research community. This pattern highlights the interdisciplinary nature of SDG studies and emphasises the importance of integrating perspectives from multiple fields to address complex global challenges. Such intellectual synergy is consistent with the Islamic tradition of seeking knowledge through consultation, cooperation, and collective learning.

Several authors, such as *Allen, C.*, occupy central positions within the network, suggesting greater influence, productivity, or collaborative engagement within the research community. Their prominent placement indicates that they play an important role in connecting researchers across different groups and facilitating the exchange of ideas. This reflects the Islamic concept of *'ilm* (knowledge), which values individuals who contribute significantly to the advancement and dissemination of beneficial knowledge. Overall, the visualisation demonstrates that scientific progress is strengthened through collaboration, shared expertise, and collective effort. In the Islamic worldview, such cooperation represents humanity's responsibility (*amanah*) to develop, disseminate, and apply knowledge for the welfare of society and the sustainable stewardship of the Earth.

3.2. Discussion

The Sustainable Development Goals (SDGs) are a set of global objectives established by the United Nations (UN) in 2015 as part of the 2030 Agenda for Sustainable Development. The SDGs consist of 17 goals and 169 interconnected targets encompassing three major dimensions of development: economic, social, and environmental. These goals are designed to eradicate poverty, reduce inequalities, ensure human well-being, and protect the environment sustainably. Unlike their predecessor, the Millennium Development Goals (MDGs), which primarily focused on developing countries, the SDGs are universal and apply to all UN member states regardless of income level or development status (Habiba, 2022; Keesstra, 2018).

At the national level, many countries have integrated the SDGs into their medium- and long-term development plans. In Indonesia, commitment to the SDGs is reflected through the incorporation of SDG targets into the National Medium-Term Development Plan (RPJMN) and the establishment of the National SDGs Secretariat, which coordinates implementation, monitoring, and reporting activities (Breuer, 2019). The successful implementation of the SDGs depends heavily on the involvement of multiple stakeholders, including central and local governments, the private sector, civil society organisations, and academic institutions. Such cross-sector collaboration is essential because the SDGs are multidimensional and highly interconnected (Eyhorn, 2019; Vanham, 2019).

Despite their significance, the implementation of the SDGs faces numerous challenges, including data disparities, limited resources, complex cross-sector coordination, and external disruptions such as the COVID-19 pandemic, which has slowed progress across various development indicators. Consequently, evidence-based and science-driven approaches are needed to support public policies aimed at reducing poverty and promoting sustainable development. Academic institutions play a crucial role in providing scientific evidence, designing innovative solutions, and fostering interdisciplinary collaboration, all of which contribute to achieving the SDGs (Elly, 2020). Through synergy among research, policy, and practical action, the SDGs can serve as an effective framework for building an inclusive and sustainable future for all (Olusanya, 2018; Fukuda-Parr, 2019).

Islamic religious education embodies profound values such as justice, peace, and social responsibility, enriching individuals' understanding of social and civic life. As part of global efforts to achieve sustainable development, the SDGs represent a highly relevant agenda that encompasses social, economic, and ecological dimensions aligned with Islamic teachings (Azis & Perawironegoro, 2022). Therefore, a deep-learning-oriented Islamic religious education curriculum requires reflective, critical, and practical approaches to ensure that students not only understand concepts theoretically but also apply these values in their daily lives (Awosusi, 2022; Marhamah et al., 2023).

The development of the Islamic religious education curriculum in Indonesia faces several fundamental challenges. First, the curriculum remains largely normative and doctrinal and has not been fully directed toward addressing global issues contextually, such as diversity, social justice, climate change, and world peace. As a result, students often lack broader insights into the role of religion in responding to contemporary humanitarian challenges (Ahmad et al., 2020).

Second, the Sustainable Development Goals, which could serve as an integrative framework for education, have not been widely incorporated into the objectives or content of religious education. This reflects a lack of synergy between global agendas and local learning practices, even though integrating SDGs into religious education can enhance curriculum relevance and foster a generation that is both religiously committed and concerned with universal humanitarian issues (Zanten, 2018; Alfien et al., 2022).

Third, instructional practices in religious education remain predominantly teacher-centred and focused on memorisation. Such approaches are insufficient for fostering deep learning, which emphasises meaningful understanding, critical reflection, and higher-order thinking skills. Consequently, students are not adequately trained to connect religious values with real-life social contexts, reducing the transformative potential of religious education (Kopnina, 2020; Martínez-Huitle, 2023).

The development of a contextual, relevant, and globally responsive Islamic religious education curriculum requires a strong theoretical foundation. One important framework is Jack Mezirow's Transformative Learning Theory, which argues that authentic learning is not merely informative or repetitive but transformative, enabling learners to change their perspectives and assumptions (Lestari & Pratiwi, 2024). Critical reflection serves as the core of this learning process, encouraging students to reexamine their assumptions, life experiences, and value systems, thereby fostering more mature, inclusive, and rational worldviews. Within Islamic religious education, this approach is particularly relevant for nurturing open-minded and socially constructive religious attitudes amid cultural diversity and global ethical challenges.

From an Islamic perspective, educational thinkers such as Syed Muhammad Naquib al-Attas and Imam Al-Ghazali emphasise that the ultimate goal of Islamic education is the development of *insan kamil* (the complete human being), who is spiritually, intellectually, emotionally, and socially balanced. Education is not merely a means of transmitting religious knowledge but also a process of purifying the soul (*tazkiyat al-nafs*), cultivating noble character, and empowering learners to become agents of civilisation who contribute positively to society (Mutholingah & Zain, 2021). This perspective requires integrating knowledge and spirituality through reflective, ethical, and action-based learning approaches (Muzaki et al., 2023).

Meanwhile, contextual curriculum approaches and global relevance frameworks proposed by James Beane and UNESCO emphasise the importance of connecting curriculum content to learners' lived realities. Meaningful curricula cannot be separated from the social, cultural, economic, and ecological contexts in which learners live. Consequently, religious education should address contemporary issues such as social inequality, climate change, global peace, and human rights, all of which are integral components of the SDGs. Beane's interdisciplinary and integrative curriculum model supports the development of learners who can think critically and actively participate in an increasingly complex global society (Breuer, 2019).

The integration of these three theoretical perspectives provides a comprehensive foundation for transforming Islamic religious education. Mezirow emphasises reflective learning and perspective transformation; Al-Attas and Al-Ghazali highlight holistic Islamic character formation; and Beane and UNESCO advocate connecting educational

content with real-world challenges. Together, these perspectives support the design of an Islamic religious education curriculum that not only conveys religious knowledge but also develops contextual, applicable, spiritual, social, and ecological awareness (Abigail et al., 2025).

The central proposition of this study is that integrating Islamic religious education values with the Sustainable Development Goals within a deep-learning-oriented curriculum framework is essential. This integration is not merely symbolic but constitutes a substantive approach in which religious values serve as moral and spiritual resources for addressing contemporary global challenges (Rosati, 2019).

Within this framework, an SDG-integrated Islamic religious education curriculum can foster contextual learning that is relevant to students' experiences and rooted in the social, cultural, and ecological realities they encounter. Such an approach requires direct connections between religious content and global issues, including poverty, injustice, environmental degradation, peace, and diversity, ensuring that religious education remains relevant and responsive to human challenges (Sinha, 2021).

Furthermore, this integration promotes transformative learning. By combining core Islamic values such as justice (*adl*), compassion (*rahmah*), and social responsibility with SDG dimensions, education becomes a space for developing critical awareness, strengthening spiritual identity, and shifting students' perspectives from passive knowledge acquisition to active engagement. This reflects the essence of deep learning in religious education, which simultaneously addresses cognitive, affective, and axiological dimensions (Bengtsson, 2018; Reibel, 2022).

As a result, an Islamic religious education curriculum designed within this framework can produce graduates who possess not only strong religious commitment but also high levels of social sensitivity and ecological awareness. These individuals are prepared not merely as observant believers but as active global citizens who contribute to building a just, peaceful, and sustainable society in accordance with the spirit of the SDGs (Schmidt-Traub, 2017).

The integration model of Islamic religious education and the SDGs can be understood through three primary domains: the philosophical, curricular, and instructional practice domains. Together, these domains form a coherent framework for creating relevant, transformative, and sustainability-oriented religious education (Keesstra, 2018).

At the philosophical level, integration is grounded in Islamic teachings that align with SDG principles. The concept of *rahmatan lil 'alamin* (a mercy to all creation) emphasises ecological awareness and global responsibility. Islamic principles of social justice support poverty alleviation, educational equity, and the protection of vulnerable groups, all of which are central to the SDGs. Furthermore, the concept of ecological *tawhid* encourages students to view nature not merely as a resource but as a sacred trust entrusted by God and deserving of preservation (Hou, 2020).

At the curricular level, integration is achieved by aligning learning objectives, content, instructional methods, and assessment practices with SDG values and contexts. Learning objectives extend beyond religious knowledge to include character development and global competencies. Instructional content incorporates issues such as social justice, climate change, and humanitarian responsibility. Teaching methods promote reflective and collaborative engagement, while assessment focuses on holistic learning processes and outcomes rather than solely academic achievement (Bowen, 2017).

At the instructional practice level, implementation can be facilitated through Problem-Based Learning (PBL) and Project-Based Learning (PjBL) approaches centred on social and ecological issues relevant to students' environments. These approaches enable students to explore Islamic values in authentic contexts while developing critical thinking, teamwork, and problem-solving skills. Authentic assessment methods emphasise personal reflection, portfolios, and real-world actions that demonstrate students' involvement in addressing environmental and social issues.

Within this framework, the teacher's role expands significantly. Teachers are no longer merely transmitters of knowledge but have become facilitators of values and transformative mentors. Their responsibilities include creating dialogic learning environments, stimulating critical thinking, and guiding students toward becoming religiously committed, environmentally conscious, and socially engaged individuals. Through this approach, religious education can catalyse spiritually profound change while generating broad social and ecological impacts.

The expected outcome of integrating Islamic religious education values with the SDGs through deep learning is the creation of a curriculum that is not only theologically profound but also socially contextualised and globally relevant. Such a curriculum is designed to respond to contemporary challenges while remaining grounded in authentic Islamic values and open to universal humanitarian concerns, including justice, environmental sustainability, peace, and poverty reduction (Allen, 2016).

More specifically, this approach aims to cultivate students who possess critical and reflective thinking skills. Rather than accepting religious teachings dogmatically, students are encouraged to evaluate, interpret, and interna-

lise religious values in relation to everyday life and global realities. They learn to approach religious teachings through problem-solving, systems thinking, and heightened moral awareness regarding social and ecological issues.

In addition, students are expected to become active agents of change who contribute meaningfully to social and environmental solutions within their communities. Through project-based and participatory learning, they are encouraged not only to learn about moral values but also to put them into practice through practical initiatives, such as mosque-based waste management programs, school social justice movements, and spiritually grounded climate awareness campaigns.

At the same time, this transformation seeks to develop spiritually and morally resilient students. Such resilience includes the ability to navigate the pressures of modern life without losing moral direction, sensitivity toward the suffering of others, and a long-term commitment to maintaining harmony with nature as an expression of devotion to God. Consequently, students are prepared not only for academic success but also for becoming whole individuals, principled in faith and responsible in action.

These outcomes demonstrate that an Islamic religious education curriculum oriented toward SDG integration and deep learning can nurture a generation that is intellectually capable, spiritually wise, and socially progressive. This represents a significant contribution to advancing Islamic religious education in the global era (Thomson, 2023).

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implications

This study implies that Islamic religious education should no longer be viewed solely as a subject focused on the transmission of religious knowledge and moral values, but also as a strategic educational framework for addressing contemporary global challenges. The findings suggest that integrating Sustainable Development Goals (SDGs) into Islamic religious education can strengthen the relevance of religious education in promoting social justice, environmental responsibility, peace, and sustainable development. Furthermore, the study highlights the importance of adopting a deep learning approach to facilitate meaningful learning experiences that encourage critical reflection, ethical awareness, and active engagement with real-world issues. These implications support the transformation of Islamic religious education into a more contextual, interdisciplinary, and globally responsive educational practice.

4.2 Research Contributions

This study contributes to the growing body of knowledge on Islamic religious education and sustainable development by proposing a conceptual framework that integrates Islamic values with the Sustainable Development Goals (SDGs) within a deep learning perspective. The study offers a theoretical synthesis linking transformative learning theory, the concept of *insan kamil*, and sustainability-oriented education, thereby enriching the discourse on curriculum development in Islamic education. In addition, it introduces an integrative model consisting of philosophical, curricular, and instructional domains that can serve as a foundation for future research on SDG-oriented Islamic education. By establishing the conceptual alignment between Islamic teachings and sustainable development principles, this study expands the scholarly understanding of how religious education can contribute to achieving global sustainability objectives while maintaining its spiritual and ethical foundations.

5. LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH DIRECTIONS

5.1 Limitations of the Study

This study has several limitations that should be acknowledged. First, it employed a qualitative literature review, relying exclusively on secondary sources and therefore lacking empirical evidence on the implementation of an SDG-integrated Islamic religious education curriculum in actual educational settings. Second, the proposed framework was not tested in specific schools or Islamic educational institutions (*madrasahs*), limiting the ability to evaluate its effectiveness and practical applicability. Third, the study primarily focused on theoretical and conceptual analysis rather than the development and validation of operational learning resources, such as instructional modules, lesson plans, and assessment instruments.

5.2 Recommendations for Further Research Directions

Future research is encouraged to extend this study's findings through empirical investigations of the proposed framework across diverse educational contexts. Experimental or quasi-experimental studies could be conducted to assess the effectiveness of SDG-integrated Islamic religious education curricula in improving students' cognitive, affective, and behavioural outcomes. Further studies may also focus on developing and validating instructional materials, learning modules, and assessment instruments that integrate Islamic values and sustainable development principles. In addition, longitudinal research is needed to examine the long-term impact of this educational approach on students' character formation, ecological awareness, and social responsibility. Comparative studies across Muslim-majority countries could provide broader insights into best practices for integrating religious education and sustainable development. At the same time, policy-oriented research could explore the implications of incorporating the SDGs into national Islamic education curricula and educational reform initiatives.

6. CONCLUSION

The integration of Islamic religious education with the Sustainable Development Goals (SDGs) offers significant contributions to character development, improved quality of life, and sustainable development. Through the values of faith, morality, and social responsibility embedded in Islamic religious education, learning becomes not only religious but also transformative, supporting equitable and sustainable global development. Islamic religious education plays a strategic role in advancing several key SDGs, including poverty reduction, quality education, gender equality, and peace.

Learning experiences that integrate Islamic values with contemporary issues such as environmental sustainability, social justice, and global well-being can cultivate students who are aware of their responsibilities as *khalifah* (stewards) on Earth. The synergy between Islamic values and global development indicators demonstrates that religion is not separate from the development process; rather, it serves as an ethical and spiritual foundation that strengthens the achievement of the SDGs.

Strengthening an Islamic religious education curriculum that is responsive to global challenges represents a strategic step toward promoting a humanistic, inclusive, and sustainable vision of education. Such an approach enables the development of individuals who are not only religiously committed but also socially responsible, environmentally conscious, and actively engaged in addressing contemporary global challenges.

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Author Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Rita Anisaturrizqi: Conceptualisation, Methodology, Writing – Original Draft. Muhammad Akhyar Aji Saputra: Investigation, Data Curation, Formal Analysis. Supervision, Writing – Review & Editing.

Declaration of Generative AI (GenAI) Usage in Scientific Writing

The authors acknowledge using ChatGPT (<https://chatgpt.com>) to refine the academic language and improve the accuracy of the manuscript. Draft sections of the manuscript were submitted with instructions to enhance the academic tone and linguistic precision, including grammar, punctuation, sentence structure, and vocabulary. All AI-generated outputs were subsequently reviewed, revised, and modified by the authors to ensure that the final manuscript accurately reflects the authors' intended meaning, scholarly perspective, and writing style. All instances of Generative AI usage in this article were conducted by the authors in accordance with the [JIKPI GenAI Tool Usage Policy](#), with the authors assuming full responsibility for the originality, accuracy, and integrity of the work.

Conflict of Interest Statement

The authors declare that they have no potential conflicts of interest regarding the research, authorship, and/or publication of this article.

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