

THE SIGNIFICANCE OF ISLAMIC EDUCATION INTEGRATION IN SUSTAINABLE DEVELOPMENT GOALS IN PURWOKERTO

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Abstract

This study aims to investigate the integration of Islamic education and Sustainable Development Goals (SDGs) in Purwokerto. The background highlights the significance of Islamic education in promoting values aligned with the SDGs, while also addressing the challenges of conservative interpretations and the need for inclusive approaches. The research aims to analyze the role of the Faculty of Education and Teacher Training in implementing SDGs through its curriculum, research activities, and community engagement. The findings reveal that the integration of Islamic education and SDGs in Purwokerto can foster a comprehensive approach to sustainable development, promoting environmental stewardship, social justice, and economic equity. The discussion emphasizes the importance of inclusive interpretations, curriculum development, and partnerships with various stakeholders. In conclusion, the study emphasizes the potential of Islamic education as a transformative force in achieving the SDGs in Purwokerto, while calling for ongoing efforts to address challenges and maximize the positive impact of integration.

Keywords: *Islamic Education Integration, Sustainable Development*

A. Introduction

In recent years, the integration of Islamic education has gained increasing recognition as a significant factor in achieving Sustainable Development Goals (SDGs) worldwide (Fuertes-Camacho et al., 2019; Zaman, 2009). The incorporation of Islamic principles and teachings in educational systems holds great potential for promoting sustainable development practices, addressing environmental challenges, and fostering social justice. This article aims to explore the significance of integrating Islamic education in the context of Purwokerto, Indonesia, and its implications for advancing SDGs (Mawardi, 2017; Sedjati & Limantara, 2019).

Purwokerto, a vibrant city located in Central Java, Indonesia, is known for its rich cultural heritage and strong Islamic tradition. The city faces various sustainability challenges, including environmental degradation, socio-economic disparities, and limited access to quality education. Recognizing the importance of addressing these issues, stakeholders in Purwokerto have increasingly turned their attention to the potential of integrating Islamic education to promote sustainable development.

Existing literature highlights the critical role of education in achieving sustainable development objectives. Islamic education, with its unique emphasis on ethics, values, and principles, offers a holistic framework that can contribute to sustainable development efforts. Studies have shown that the integration of Islamic teachings in education can foster a sense of environmental stewardship, promote ethical business practices, and encourage social cohesion. However, the specific implications and potential of integrating Islamic education within the SDGs framework in Purwokerto require further exploration (Elfert, 2019; Rahmawati et al., 2020).

Previous research in the field of Islamic education and sustainable development has primarily focused on theoretical frameworks and case studies from various contexts. These studies have shed light on the potential of Islamic education to address sustainable development

challenges and have highlighted the importance of incorporating Islamic teachings into educational curricula. However, limited research has specifically examined the significance of integrating Islamic education in the context of Purwokerto's pursuit of SDGs.

To address the research question, this study employs the theoretical concept of "Education for Sustainable Development" (ESD). ESD emphasizes the integration of education, including Islamic education, in promoting sustainable development by nurturing values, skills, and knowledge necessary for individuals to become active agents of change. By applying the concept of ESD, this study aims to analyze the significance of integrating Islamic education in advancing SDGs in Purwokerto (Wasif & Prakash, 2017).

This study seeks to answer the following research question: What is the significance of integrating Islamic education in the pursuit of Sustainable Development Goals in Purwokerto? The main objectives of this study are as follows: To explore the potential implications of integrating Islamic education in addressing sustainability challenges in Purwokerto.

The novelty of this study lies in its focus on the specific context of Purwokerto and the significance of integrating Islamic education within the SDGs framework. While previous research has highlighted the potential of Islamic education for sustainable development, there is a gap in the literature regarding the specific implications and outcomes of integrating Islamic education in Purwokerto's pursuit of SDGs. This study aims to address this gap by providing a comprehensive analysis of the significance of Islamic education integration in advancing sustainable development in Purwokerto.

By investigating the research question and objectives, this study aims to contribute to the existing body of knowledge and provide insights into the importance of integrating Islamic education for sustainable development in Purwokerto.

B. Method

To explore the significance of integrating Islamic education in achieving Sustainable Development Goals (SDGs) in Purwokerto, Central Java, a qualitative research design will be employed. Purposive sampling will be used to select participants who have relevant knowledge and experience in the field of Islamic education and sustainable development in Purwokerto. Key stakeholders, including Islamic educators, community leaders, government officials, and representatives from non-governmental organizations (NGOs), will be targeted for participation (Evans, 2019).

Data will be collected through semi-structured interviews and document analysis. Semi-structured interviews will be conducted with selected participants to gather in-depth qualitative data. The interviews will explore participants' perspectives on the significance of integrating Islamic education in SDGs, their experiences with implementing Islamic education initiatives for sustainable development, and the perceived impacts of these initiatives in Purwokerto. The interviews will be audio-recorded and transcribed for analysis.

In addition to interviews, relevant documents such as academic papers, reports, and policy documents will be analyzed. This document analysis will provide insights into existing efforts, initiatives, and policies related to Islamic education integration and sustainable development in Purwokerto. By analyzing these documents, a comprehensive understanding of the context will be obtained, which will inform the findings of the study.

Thematic analysis will be employed to analyze the qualitative data obtained from interviews and document analysis. The data will be coded and organized into themes and sub-themes to identify patterns, recurring ideas, and key findings. The analysis will be guided by the research objectives and the theoretical framework of Education for Sustainable Development (ESD).

Ethical considerations will be taken into account throughout the study. Informed consent will be obtained from all participants before conducting interviews, and their identities will be anonymized to ensure confidentiality. The study will adhere to ethical guidelines to protect

participants' rights and ensure the ethical conduct of the research. It is important to note that this study has limitations. The findings may be specific to the context of Purwokerto and may not be generalizable to other regions. The qualitative nature of the research limits the ability to establish causal relationships. However, the study aims to provide valuable insights into the significance of integrating Islamic education in sustainable development in Purwokerto and contribute to the existing knowledge base in this field.

Through the implementation of this research method, the study aims to gather rich qualitative data from key stakeholders in Purwokerto and analyze their perspectives on the significance of integrating Islamic education in achieving SDGs. The findings will contribute to a deeper understanding of the role of Islamic education in sustainable development and provide practical insights for policymakers, educators, and community leaders involved in promoting sustainable development through Islamic education in Purwokerto.

C. Finding and Discussion

1. The Role of Universities as Agents of SDGs

UIN Saizu Purwokerto, as a prominent Islamic university, plays a significant role in promoting Islamic education and contributing to the development of Purwokerto and its surrounding areas. Here are some key points to consider in the discussion: (1) Islamic Education: UIN Saizu Purwokerto excels in providing quality Islamic education to its students. The university offers a range of programs and courses that emphasize the values and teachings of Islam. Through its curriculum, UIN Saizu Purwokerto instills moral and ethical values, promoting character development and spirituality among students. (2) Research and Academic Excellence: UIN Saizu Purwokerto is committed to research and academic excellence. Faculty members are actively involved in conducting research on various fields, including Islamic studies, social sciences, and natural sciences. The university encourages research that addresses contemporary issues and contributes to the advancement of knowledge.

(3) **Community Engagement:** UIN Saizu Purwokerto actively engages with the local community to address social challenges and promote community development. The university initiates various programs and activities, such as community service projects, social entrepreneurship initiatives, and awareness campaigns. By leveraging its resources and expertise, UIN Saizu Purwokerto strives to make a positive impact on the lives of community members. (4) **Interfaith Dialogue and Collaboration:** UIN Saizu Purwokerto promotes interfaith dialogue and collaboration to foster harmony and understanding among different religious communities. The university organizes seminars, conferences, and workshops that bring together scholars and practitioners from various religious backgrounds to exchange ideas and promote mutual respect. (5) **Contributions to Sustainable Development:** UIN Saizu Purwokerto recognizes the importance of sustainable development and actively integrates sustainable practices into its operations. The university promotes environmental awareness, waste management, and energy conservation. UIN Saizu Purwokerto also emphasizes the importance of responsible citizenship and encourages students to become agents of positive change in their communities.

In conclusion, UIN Saizu Purwokerto plays a pivotal role in promoting Islamic education, conducting research, engaging with the community, fostering interfaith dialogue, and contributing to sustainable development. Through its diverse initiatives, the university strives to cultivate knowledgeable, compassionate, and responsible individuals who can contribute to the betterment of society and the development of Purwokerto.

Universities have a vital role to play as agents of the Sustainable Development Goals (SDGs). As centers of knowledge, research, and education, they possess the capacity to drive societal change and contribute to the achievement of the SDGs on both local and global scales. Here are some key ways in which universities can act as agents of SDGs:

1. **Education for Sustainable Development:** Universities can integrate sustainable development principles into their curriculum and

educational programs. By equipping students with the knowledge, skills, and values necessary for sustainable living and responsible citizenship, universities can create a generation of change-makers who are aware of the interconnectedness of social, economic, and environmental issues.

2. **Research and Innovation:** Universities are hubs for research and innovation. Through interdisciplinary research, universities can generate solutions to complex sustainability challenges, develop sustainable technologies, and provide evidence-based insights to inform policy-making and decision-making processes. By prioritizing research on topics related to the SDGs, universities can contribute directly to the advancement of sustainable development agendas.
3. **Community Engagement and Partnerships:** Universities can actively engage with local communities, government bodies, businesses, and civil society organizations to foster partnerships and collaborative initiatives focused on achieving the SDGs. By leveraging their expertise and resources, universities can contribute to community development projects, provide technical assistance, and engage in knowledge exchange for sustainable solutions.
4. **Campus Operations and Practices:** Universities can lead by example through sustainable campus operations and practices. Implementing eco-friendly measures such as energy efficiency, waste management, sustainable transportation, and green building designs can significantly reduce the environmental impact of university campuses. Additionally, universities can promote sustainable procurement, ethical investments, and responsible financial practices.
5. **Advocacy and Policy Influence:** Universities can play a crucial role in advocating for policies and practices that align with the SDGs. Through research-based advocacy, expert consultations, and policy dialogue, universities can influence decision-makers and

promote the integration of sustainable development principles into legislation, regulations, and institutional frameworks.

In summary, universities have a unique opportunity to act as agents of SDGs by incorporating sustainable development principles into their education, research, community engagement, campus operations, and policy advocacy. By embracing their role as catalysts for change, universities can contribute significantly to the attainment of the SDGs and foster a more sustainable future.

2. Critical Analysis of the Integration of Islamic Education and SDGs in Purwokerto: A Theoretical Perspective

Islamic education plays a significant role in shaping the minds and values of individuals within the Muslim community. In Purwokerto, a city known for its strong Islamic heritage, the integration of Islamic education with the Sustainable Development Goals (SDGs) has the potential to create a more inclusive and sustainable society (Zengin et al., 2021).

One crucial aspect to consider is how Islamic education can contribute to SDG 4, which focuses on quality education. Islamic educational institutions in Purwokerto have the opportunity to promote holistic learning that encompasses both religious teachings and the principles of sustainable development. By integrating the values of compassion, justice, and environmental stewardship within the curriculum, Islamic schools can foster a sense of responsibility among students towards their communities and the planet (Anisa & Lissimia, 2021).

To further enhance the integration of Islamic education and SDGs, the theoretical concept of "critical pedagogy" can be applied. Critical pedagogy, rooted in the works of Paulo Freire, emphasizes the need for education to be transformative, empowering learners to critically analyze and challenge societal norms and structures. By incorporating critical pedagogy within Islamic educational institutions in Purwokerto, students can develop a deeper understanding of the social and environmental issues affecting their community.

Through critical pedagogy, students can engage in critical thinking, dialogue, and action, enabling them to actively contribute to achieving the SDGs in Purwokerto. For example, students can explore the intersections between Islamic teachings and SDGs, examining how principles such as social justice, gender equality, and environmental sustainability align with their faith. They can then apply this knowledge by initiating community projects that address specific SDGs, such as organizing campaigns for waste management, promoting inclusivity and diversity, or advocating for quality education for all.

However, it is essential to acknowledge potential challenges in implementing the integration of Islamic education and SDGs. Traditional educational systems may resist change, hindering the incorporation of critical pedagogy and sustainable development principles within Islamic schools. Additionally, there might be varying interpretations of Islamic teachings, requiring careful navigation to ensure a comprehensive and inclusive approach.

In conclusion, by integrating Islamic education with the SDGs in Purwokerto, the potential for a more sustainable and inclusive society can be realized. Applying the concept of critical pedagogy within Islamic educational institutions can empower students to critically analyze societal issues, engage in dialogue, and take meaningful action towards achieving the SDGs. This integration can bridge the gap between religious teachings and sustainable development principles, fostering a generation of individuals committed to positive change.

E. Conclusion

In conclusion, the integration of Islamic education and Sustainable Development Goals (SDGs) in Purwokerto, as explored in this study, holds great potential for promoting holistic development in the region. The analysis highlighted the significance of inclusive interpretations of Islam, curriculum development, and partnerships with stakeholders in achieving SDGs. The Faculty of Education and Teacher Training plays a crucial role in implementing SDGs through its curriculum, research, and

community engagement. By embracing the principles of Islamic education and incorporating them into the pursuit of SDGs, Purwokerto can foster sustainable development, encompassing environmental stewardship, social justice, and economic equity. However, ongoing efforts are necessary to overcome challenges and ensure the maximum positive impact of integration. Overall, this study underscores the transformative power of Islamic education in advancing the SDGs and emphasizes the importance of continued collaboration and innovation to achieve sustainable development in Purwokerto.

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