



Integration of SDGs into the Islamic Higher Education Curriculum: A Case Study at the University of Darussalam Gontor

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ABSTRACT

This study explores the integration of Sustainable Development Goals (SDGs) into the curriculum of Universitas Darussalam Gontor (UNIDA Gontor), an Islamic higher education institution in Indonesia. The research examines how SDG principles, especially in areas like quality education and environmental sustainability, are embedded within the university's curriculum and co-curricular activities. UNIDA Gontor's holistic approach aims to balance Islamic values with global objectives, fostering both character development and skills essential for addressing contemporary global challenges. The integration of SDGs enhances students' leadership, environmental awareness, and social responsibility, while also promoting critical thinking, cross-cultural collaboration, and technological innovation. Despite challenges, such as limited resources and resistance to change, UNIDA Gontor's efforts contribute to shaping graduates who are equipped with the moral integrity and competencies necessary for sustainable development. This research offers valuable insights into the effective integration of SDGs in Islamic education, which could serve as a model for other institutions globally.

Keywords: *Sustainable Goals Development (SDGs), Islamic Higher Education, Curriculum Integration.*

Abstrak

Penelitian ini mengeksplorasi integrasi Tujuan Pembangunan Berkelanjutan (SDGs) ke dalam kurikulum Universitas Darussalam Gontor (UNIDA Gontor), sebuah lembaga pendidikan tinggi Islam di Indonesia. Penelitian ini menelaah bagaimana prinsip-prinsip SDGs, terutama dalam bidang pendidikan berkualitas dan keberlanjutan lingkungan, diimplementasikan dalam kurikulum dan kegiatan ko-kurikuler universitas. Pendekatan holistik UNIDA Gontor bertujuan untuk menyeimbangkan nilai-nilai Islam dengan tujuan global, membina pengembangan karakter sekaligus keterampilan yang diperlukan untuk menghadapi tantangan global kontemporer. Integrasi SDGs meningkatkan kepemimpinan, kesadaran lingkungan, dan tanggung jawab sosial mahasiswa, serta mendorong pemikiran kritis, kolaborasi lintas budaya, dan inovasi teknologi. Meskipun ada tantangan, seperti keterbatasan sumber daya dan resistensi terhadap perubahan, upaya UNIDA Gontor berkontribusi dalam membentuk lulusan yang dilengkapi dengan integritas moral dan kompetensi yang diperlukan untuk pembangunan berkelanjutan. Penelitian ini memberikan wawasan berharga tentang integrasi SDGs yang efektif dalam pendidikan Islam, yang dapat menjadi model bagi lembaga lain di tingkat global.

Kata Kunci: Tujuan Pembangunan Berkelanjutan (SDGs); Pendidikan Tinggi Islam; Universitas Darussalam Gontor

Introduction

Higher education plays a pivotal role in driving sustainable development, especially by weaving the Sustainable Development Goals (SDGs) into its curriculum.¹ The SDGs, established by the United Nations in 2015, comprise 17 global objectives aimed at tackling pressing issues such as poverty, inequality, climate change, and environmental degradation. In today's world, higher education institutions are tasked not only with producing academically skilled graduates but also with nurturing individuals who are aware of global challenges and are motivated to contribute to achieving these crucial goals. Islam, as a comprehensive faith, provides guidance across all facets of life, including education. Islamic education stresses the importance of developing good character, fostering social responsibility, and upholding moral integrity, all of which resonate deeply with the principles of the SDGs. Thus, integrating SDG values into the curriculum of Islamic higher education is a crucial step toward ensuring that graduates not only excel academically but also possess a strong sense of social and moral responsibility, contributing meaningfully to sustainable development.²

Universitas Darussalam Gontor (UNIDA Gontor) is a prime example of an Islamic higher education institution in Indonesia that has embraced this holistic educational approach. Renowned for blending Islamic values with modern knowledge, UNIDA Gontor places significant emphasis on character development. Within this framework, the university is committed to integrating SDG principles into its curriculum as part of its mission to promote sustainable development and high-quality education.³ However, the process of incorporating the SDGs into Islamic higher education is not without its challenges. It requires thoughtful planning and a nuanced approach to ensure students can internalize these values

¹ Abd Syakur and Redi Panuju, "Peran Strategis Public Relation dalam Pengembangan Reputasi Pendidikan Tinggi: Studi Kasus Promosi di Akademi Farmasi Surabaya," *Briliant: Jurnal Riset dan Konseptual* 5, no. 1 (February 29, 2020): 7, <https://doi.org/10.28926/briliant.v5i1.439>.

² "pola integrasi nilai-nilai keislaman dalam pembelajaran pendidikan agama islam pada lembaga pendidikan/At-Ta'dib," 11, accessed September 24, 2024, <https://ejournal.unida.gontor.ac.id/index.php/tadib/article/view/459>.

³ Aynun Nurul Ulufah et al., "Perguruan Tinggi Berbasis Pesantren (Studi Kasus Di Universitas Darussalam Gontor)," *Tarbawi Ngabar: Journal of Education* 5, no. 2 (July 29, 2024): 6, <https://doi.org/10.55380/tarbawi.v5i2.844>.

without compromising the core tenets of Islamic education.⁴ Additionally, measuring the impact of this integration particularly on students' character and competencies presents another layer of complexity. As a result, in-depth research is essential to explore how this process unfolds and to what extent it aligns with broader educational goals.

This study aims to explore how UNIDA Gontor has successfully integrated SDG values into its curriculum and what effects this integration has on student development, particularly in terms of character building and skill acquisition. The research focuses on understanding the strategies UNIDA Gontor employs and evaluating the results within the context of Islamic higher education.

One key reason this integration matters is that Islamic education has immense potential to help achieve the SDGs, particularly through teachings that emphasize social justice, equality, and environmental stewardship values deeply embedded in Islamic principles. Moreover, Islamic education plays a vital role in shaping future generations who are globally conscious and committed to contributing to the well-being of all humanity.⁵ The SDGs place a strong emphasis on inclusive, quality education as a cornerstone of sustainable development. Goal 4, "Quality Education," strives to ensure that everyone has access to inclusive, equitable education and lifelong learning opportunities. In this respect, Islamic higher education institutions like UNIDA Gontor are uniquely positioned to support this goal by offering curricula that not only focus on academic knowledge but also foster character development and social awareness.

As one of the trailblazers in Islamic higher education in Indonesia, UNIDA Gontor has demonstrated its commitment to the SDGs through various initiatives. For instance, the university has introduced programs that enhance global competencies, such as courses on global issues and extracurricular activities

⁴ “Membangun Kesadaran Lingkungan Melalui Kurikulum Pendidikan Islam Kontribusi Terhadap SDGs | *TarbiyahMU*,” 4, accessed September 24, 2024, <https://ejournal.stitmuhba.ac.id/index.php/TarbiyahMU/article/view/63>.

⁵ Citra Eka Wulandari, “Integrasi Prinsip Pembangunan Berkelanjutan dalam Kurikulum Pendidikan Islam: Sebuah Tinjauan Literatur: Model Integrasi Pembangunan Berkelanjutan dalam Kurikulum Pendidikan Islam dan Tantangan dan Peluang dalam Implementasi Integrasi Pembangunan Berkelanjutan,” *TarbiyahMU* 4, no. 2 (July 29, 2024): 13.

centered around leadership and social responsibility. Additionally, UNIDA Gontor actively engages in research and community service projects that align with the SDGs, both locally and nationally.⁶ To effectively integrate SDG values, UNIDA Gontor takes a comprehensive approach, involving lecturers, students, and university management in the process. This includes revising existing curricula to ensure that SDG principles are explicitly included in all study programs. The university also fosters a learning environment that supports sustainable education by providing the necessary facilities and resources for teaching and research related to the SDGs.

The integration of SDGs at UNIDA Gontor is expected to impact two main areas: character development and skill enhancement. By instilling SDG values, the university aims to help students cultivate strong ethical and moral principles in line with Islamic teachings while also raising awareness about relevant global issues. In terms of skills, students are expected to develop critical thinking, cross-cultural communication, and teamwork abilities skills essential for contributing to a globalized society.

However, implementing the SDGs in Islamic higher education also comes with significant challenges. A major concern is ensuring that SDG values are fully embraced by students without compromising the fundamental values of Islamic education. Additionally, there are resource constraints, including funding, qualified teaching staff, and infrastructure. There may also be resistance from those who perceive the SDGs as unrelated or even incompatible with Islamic education, creating further obstacles.⁷

To overcome these challenges, UNIDA Gontor remains committed to innovation and problem-solving. The university offers training and capacity-building for lecturers to help them incorporate SDG values into their teaching in ways that align with Islamic principles. Moreover, UNIDA Gontor actively seeks

⁶ Abdul Aman et al., “Peran Dan Strategi Perguruan Tinggi Dalam Membentuk SDM Unggul Yang Berjiwa Creativepreneurship Di Era Society 5.0,” *Prosiding Seminar Nasional Pascasarjana* 6, no. 1 (June 20, 2023): 11.

⁷ “Integrasi Nilai Local Wisdom Bugis Dalam Pembelajaran Pendidikan Agama Islam Pada Sekolah Menengah Pertama | Jurnal Pendidikan Agama Islam Al-Thariqah,” 6, accessed September 24, 2024, <https://journal.uir.ac.id/index.php/althariqah/article/view/11173>.

partnerships with local and international stakeholders to gain the support and resources needed to successfully integrate SDGs into its educational framework.⁸ This research hopes to shed light on how Islamic higher education can effectively integrate SDG values, offering insights into the positive impacts on student character and competence development. Furthermore, the findings could serve as a valuable reference for other Islamic higher education institutions, guiding them in incorporating the SDGs into their curricula and contributing more broadly to sustainable development efforts.

Result and Discussion

Integration of SDGs into the Curriculum of Darussalam Gontor University

Darussalam Gontor University (UNIDA) has positioned itself as one of the Islamic higher education institutions committed to developing students' character and competence through the integration of Sustainable Development Goals (SDGs) into its curriculum. This integration process is carried out through a holistic approach covering various aspects of education, from course design to extracurricular activities, all aimed at supporting the achievement of SDGs. One concrete example is the integration of SDG 4 (Quality Education), which is reflected in the curriculum that not only focuses on academic achievement but also the development of students' character and morals through a balanced education between religious and general knowledge.⁹

In practice, UNIDA develops a curriculum that directly links courses to one or more of the 17 SDGs. Courses such as "Sharia Economics" and "Islamic Law" not only teach theoretical aspects but also discuss the role of sharia economics in reducing inequality (SDG 10) and promoting inclusive economic growth (SDG 8). Additionally, the UNIDA curriculum incorporates issues such as environmental

⁸ Muh Idris et al., *Integrasi Pendidikan Berbasis Lingkungan Dengan Nilai-Nilai Islam: Upaya Meningkatkan Etika Dan Literasi Lingkungan*, 2020, 8, <https://doi.org/10.31219/osf.io/3v248>.

⁹ Muhammad Ancha Sitorus, "INTEGRASI PENDIDIKAN KEPENDUDUKAN KEDALAM KURIKULUM DALAM RANGKA PENCAPAIAN TARGET SUSTAINABLE DEVELOPMENT GOALS (SDGs) DI INDONESIA" (Seminar Nasional Tahunan Pendidikan Ilmu-Ilmu Sosial, Medan, 2017), 15, <http://seminastafis.unimed.ac.id/wp-content/uploads/2017/11/04.-ANCH.A.pdf>.

sustainability and global ethics in courses like "Environmental Ethics in Islam" and "Globalization and Islam," which are closely related to SDG 13 (Climate Action) and SDG 16 (Peace, Justice, and Strong Institutions).

Not only in intra-curricular activities, but UNIDA also integrates SDGs through extracurricular activities and community service programs organized by students. Activities such as the "Community Service Program" conducted by students in villages around the campus aim to reduce poverty (SDG 1) and promote inclusive and equitable education (SDG 4). Furthermore, the "Eco-campus" program managed by students is a tangible example of UNIDA's efforts to promote environmental sustainability (SDG 13) within and around the campus environment. The integration of SDGs into UNIDA's curriculum is also evident in the institution's efforts to develop study programs relevant to global issues. The opening of new programs such as "Peace Studies and Conflict Resolution" demonstrates UNIDA's commitment to supporting SDG 16, where students are trained to become leaders capable of creating peace and justice in diverse societies. In this context, UNIDA views SDGs not just as global goals but as principles that should be internalized by every individual in daily life.¹⁰

Thus, the integration of SDGs into UNIDA's curriculum is not merely fulfilling the institution's obligations toward global issues but also a commitment to holistic education. This integration provides students with a broader perspective on their role in society, while also preparing them to face complex global challenges. In this way, UNIDA not only shapes knowledgeable students but also students with high global awareness and social responsibility.

Impact on Student Character Development

The integration of SDGs into Darussalam Gontor University's curriculum significantly impacts the development of students' character. As an Islamic higher education institution, UNIDA places importance on character development in line

¹⁰ "INTEGRASI TARGET DAN INDIKATOR SUSTAINABLE DEVELOPMENT GOALS (SDGs) KE DALAM PERENCANAAN PEMBANGUNAN DAERAH DI JAWA TENGAH | Jurnal Litbang Provinsi Jawa Tengah," 12, accessed September 24, 2024, <https://ejournal.jatengprov.go.id/index.php/jurnaljateng/article/view/784>.

with Islamic values and the global values embedded in the SDGs. The learning process integrated with SDGs allows students to not only gain academic knowledge but also develop noble characters, such as honesty, responsibility, and social care. One of the most visible impacts is the development of responsible leadership qualities. Through courses that emphasize social justice and community empowerment, students are encouraged to understand and internalize leadership values that are not only self-centered but also oriented toward the welfare of others. They are trained to become leaders who can promote peace and justice (SDG 16) and manage resources sustainably (SDG 12). This leadership character is not only taught in class but also practiced through various student organization activities and community service programs.¹¹

In addition, learning integrated with SDGs also fosters environmental awareness. Through the "Eco-campus" program and courses focused on environmental sustainability, students are encouraged to become more aware of the importance of preserving the environment as part of their responsibility as stewards of the Earth. This aligns with SDG 13, which emphasizes the importance of climate action to reduce the impacts of climate change. Students involved in this program demonstrate a heightened environmental consciousness, reflected in their initiatives to launch green campaigns and recycling programs on campus. Social responsibility is also a character developed through the integration of SDGs into the curriculum. Courses that address poverty, gender equality, and health, for instance, not only provide knowledge but also encourage students to engage in social activities aimed at helping disadvantaged groups.¹² Community service programs focused on educating poor children and health outreach in nearby villages are examples of how UNIDA students develop a strong sense of social responsibility.

¹¹ "IMPLEMENTASI PROGRAM KEBIJAKAN MBKM UNTUK MENCIPTAKAN KARAKTER MAHASISWA FAKULTAS HUKUM YANG PROFESIONAL | Lathif | PALAR (Pakuan Law Review)," 12, accessed September 24, 2024, <https://journal.unpak.ac.id/index.php/palar/article/view/4805>.

¹² "Implementasi Program Kerja Mahasiswa Kampus Mengajar Di SDN 5 Karangharjo Dalam Upaya Peningkatan Kompetensi Peserta Didik | Jurnal Pengabdian Kepada Masyarakat Nusantara," 8, accessed September 24, 2024, <http://ejournal.sisfokomtek.org/index.php/jpkm/article/view/2278>.

Moreover, SDG-based teaching at UNIDA also fosters students' inclusivity and tolerance. By teaching the values contained in SDG 10 (Reducing Inequality) and SDG 16 (Peace and Justice), students are encouraged to appreciate differences and promote harmony among one another. The learning experience in UNIDA's multicultural environment, where students from diverse cultural backgrounds and countries study together, also strengthens this inclusive and tolerant character.

Overall, the impact of SDG integration on student character development at UNIDA is the creation of a young generation that is not only academically intelligent but also possesses strong and balanced character. These characters reflect universal Islamic values as well as global values needed to face future challenges. Thus, UNIDA successfully utilizes SDGs as an effective tool for shaping students' character to positively contribute to society and the world.

Impact on Student Competence

The integration of SDGs into Darussalam Gontor University's curriculum not only affects the development of student character but also has a significant impact on improving their competencies. The curriculum, designed based on the SDGs, enables students to develop various competencies needed to face global challenges. These competencies include critical thinking skills, cross-cultural collaboration abilities, and mastery of technology and innovation.

One of the main competencies developed is critical thinking. Courses related to the SDGs, such as "Public Policy and Sustainable Development" and "Islamic Studies and Globalization," encourage students to not only understand theory but also critically analyze various global issues from a broader perspective. The learning process, which emphasizes case analysis and group discussions, makes students accustomed to critical thinking approaches, where they not only passively receive information but also ask questions, analyze data, and provide innovative solutions.¹³

¹³ "PELUANG DAN TANTANGAN DIGITALISASI PENDIDIKAN DALAM PENCAPAIAN SDGs 2030 | Cendekia: Jurnal Pendidikan Dan Pemberdayaan Masyarakat," 17, accessed September 24, 2024, <https://mediacendekia.my.id/ojs/index.php/jppm/article/view/143>.

Furthermore, the integration of SDGs contributes to enhancing cross-cultural collaboration skills. At UNIDA, students come from various countries with different cultural backgrounds, creating a multicultural learning environment.¹⁴ Through exchange programs and international collaborations, students are encouraged to work together with peers from different cultural backgrounds on SDG-related projects. This experience broadens their horizons and hones their ability to communicate and collaborate with people from diverse cultures. Mastery of technology and innovation is another competency enhanced through SDG integration at UNIDA. In today's digital era, the ability to use technology effectively is crucial. Through technology-focused courses like "Information Technology in Education" and "Social Innovation," students are invited to understand how technology can support the achievement of SDGs.

Challenges and Opportunities

While the University of Darussalam Gontor (UNIDA) has made great strides in weaving the Sustainable Development Goals (SDGs) into its curriculum, the journey hasn't been without its hurdles. One of the biggest challenges they face is a lack of resources—there aren't enough educators with expertise in SDGs, and the facilities needed to fully implement these programs are also limited. Since the curriculum requires a deep understanding of both global and local issues, as well as an interdisciplinary approach, the faculty needs to be more than subject-matter experts. They must also grasp the broader picture of how SDGs impact education. But finding teachers with that kind of knowledge and skill set is tough, and it highlights the need for ongoing training and professional development.¹⁵

Resistance to change is another hurdle. Bringing SDGs into the classroom often means altering long-held teaching methods and perspectives. This shift isn't always easy for everyone. Some faculty members may feel that focusing on SDGs

¹⁴ “Pemenuhan Hak Pendidikan Anak Jalanan Di Kota Batam : Tantangan Dalam Mewujudkan Sustainable Development Goals (SDGs) | Supremasi Hukum : Jurnal Penelitian Hukum,” 16, accessed September 24, 2024, <https://ejournal.unib.ac.id/supremasihukum/article/view/10482>.

¹⁵ “PELUANG DAN TANTANGAN DIGITALISASI PENDIDIKAN DALAM PENCAPAIAN SDGs 2030 | Cendekia: Jurnal Pendidikan Dan Pemberdayaan Masyarakat,” 7.

distracts from the core subjects they've been teaching, and students might see the extra content as an additional burden, especially if they don't immediately understand how it ties into their specific field of study. That's why it's important to take a thoughtful, strategic approach—ensuring that everyone involved, both teachers and students, sees the value in this integration and feels motivated to embrace it.

But even with these challenges, there are plenty of opportunities to take advantage of. One major opportunity is for UNIDA to set an example for other Islamic universities on how to integrate SDGs into their curricula. If UNIDA can succeed, it could inspire other institutions to follow suit, amplifying the role of Islamic higher education in supporting the global achievement of the SDGs.¹⁶ Plus, incorporating SDGs opens doors for international collaborations. Partnering with universities abroad, international organizations, and NGOs could offer huge benefits in terms of improving educational quality and creating innovative programs that further the goals of sustainable development.

Another exciting opportunity is the chance to design a curriculum that's both relevant and adaptable to modern times. The SDGs provide a flexible framework that can be applied to various local and global contexts. This allows UNIDA to create programs that not only keep pace with scientific and technological advancements but also actively contribute to solving real-world challenges.¹⁷

Moreover, there's a lot of potential in project-based learning. This approach gives students hands-on experience with real-life projects tied to the SDGs—whether through community service, action research, or collaborations with industries. Not only does this help students gain practical experience, but it also bridges the gap between theory and practice, keeping students more engaged in the learning process.

¹⁶ "Analisis Tantangan Dan Peluang Transformasi Pendidikan Inklusi Sains Dan Teknologi Untuk Mencapai Sustainable Development Goals (SDGs) 2030 | Seminalu," 13, accessed September 24, 2024, <http://prosiding.unipar.ac.id/index.php/seminalu/article/view/54>.

¹⁷ "MEWUJUDKAN LITERASI DIGITAL PADA GENERASI Z : TANTANGAN DAN PELUANG MENUJU PENDIDIKAN BERKUALITAS SDGS 2030 | JURNAL MULTIDISIPLIN ILMU AKADEMIK," 21, accessed September 24, 2024, <https://ejurnal.kampusakademik.co.id/index.php/jmia/article/view/1383>.

In summary, while integrating SDGs into UNIDA's Islamic higher education curriculum presents several challenges, the opportunities far outweigh the obstacles. With strong dedication and creative strategies, these challenges can be overcome, allowing UNIDA to continue leading the way in sustainable development education. If these opportunities are fully embraced, they won't just benefit the students and the institution—they'll positively impact society as a whole.

Conclusion

The integration of the Sustainable Development Goals (SDGs) into the curriculum of the University of Darussalam Gontor (UNIDA) is a strategic step that not only strengthens the mission of Islamic education but also positions the university at the forefront of supporting the global agenda for sustainable development. This integration process has shown significant positive impacts on character building and the enhancement of students' competencies. Through a holistic educational approach, UNIDA students are not only equipped with academic knowledge but also with strong values of leadership, social responsibility, and environmental awareness.

The impact of SDG integration is clearly evident in the character development of students, as they are shaped into responsible individuals who care about the environment and possess high social awareness. Additionally, this integration enhances students' competencies in various aspects, including critical thinking, cross-cultural collaboration, and mastery of technology and innovation. These competencies are highly relevant and necessary to address the increasingly complex global challenges of the modern era.

However, this process is not without its challenges, such as resource limitations and resistance to change. Nevertheless, these challenges also present significant opportunities for UNIDA to become a pioneer in the development of Islamic higher education that is oriented toward sustainable development. By seizing these opportunities, UNIDA can not only continue to improve the quality

of education offered but also contribute significantly to the achievement of the SDGs at both the local and global levels.

Overall, the integration of the SDGs into UNIDA's curriculum serves as an effective model for combining Islamic higher education with the global sustainable development agenda. This not only enriches students' learning experiences but also prepares them to become leaders capable of making positive contributions to society and the world in the future. With sustained commitment and innovation in education, UNIDA can continue to play an important role in educating the younger generation, ready to face global challenges and contribute to the well-being of humanity.

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