Ishel
International Seminar on Humanity, Education, and Language
Universitas Negeri Jakarta | Online Conference |
eISSN 3124-9396
Volume 2 , July 2026

REIMAGINING ISLAMIC EDUCATION THROUGH AMANAH: A HOLISTIC FRAMEWORK FOR SUSTAINABLE DEVELOPMENT GOALS (SDGS)

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ABSTRACT
This study aims to examine how the Islamic value of amanah (trustworthiness and moral responsibility) can serve as a foundational principle for reimagining Islamic education within the Sustainable Development Goals (SDGs) framework. Employing a systematic literature review of peer-reviewed studies and best practices in Islamic educational institutions published between 2022 and 2026, this research identifies three core pillars of an amanah-based holistic framework: (1) Amanah in Learning (knowledge integrity), aligned with SDG 4 on Quality Education; (2) Amanah in Character (moral accountability), aligned with SDG 16 on Peace, Justice, and Strong Institutions; and (3) Amanah in Action (social responsibility), aligned with SDG 17 on Partnerships for the Goals. The findings demonstrate that when amanah is systematically embedded across curriculum, pedagogy, and institutional culture, it functions not merely as a spiritual virtue but as a transformative educational model. This framework contributes to the field of education and humanities by providing Islamic institutions with a values-based, globally relevant model for sustainable development, while offering transferable insights for holistic, character-centered education reform across diverse cultural and institutional contexts.

Keywords: *amanah; islamic education; holistic framework; character education; sustainable development goals*

INTRODUCTION
Islamic education has long been recognized as a comprehensive system that shapes not only intellectual capacity but also moral character and social behavior. However, amidst the global urgency of the 2030 Agenda for Sustainable Development, Islamic educational institutions face a critical challenge: how to remain spiritually grounded while contributing meaningfully to internationally recognized development goals (United Nations, 2015).

The Sustainable Development Goals (SDGs), adopted by the United Nations in 2015, provide a shared blueprint for peace and prosperity for people and the planet. Among its 17 goals, SDG 4 (Quality Education), SDG 16 (Peace, Justice, and Strong Institutions), and SDG 17 (Partnerships for the Goals) are particularly aligned with the values embedded in Islamic education. Yet, the bridge between Islamic pedagogical principles and these global frameworks remains underexplored in academic literature (Khoiriyah et al., 2023).

This study proposes that the Islamic value of amanah — broadly understood as trustworthiness, moral responsibility, and integrity — holds the potential to serve as this bridge. Amanah is not merely a personal virtue; it is a systemic principle that, when embedded into educational frameworks, can drive cognitive, emotional, and moral

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development aligned with sustainable development outcomes (Ibad et al., 2026; Faisol et al., 2024).

Despite the growing body of literature on Islamic education and sustainability, there is a lack of a coherent, amanah-based framework that systematically connects Islamic educational values with the SDGs. Existing approaches tend to treat these two domains separately, resulting in a gap between faith-based educational practice and global sustainability imperatives (Khoiriyah, 2024; Asdlori, 2023).

This study, therefore, has three objectives: (1) to analyze the concept of amanah and its dimensions within the Islamic educational tradition; (2) to identify the alignment between amanah-based principles and specific SDG targets; and (3) to propose a three-pillar Holistic Amanah-Based Framework (HABF) for Islamic educational institutions. This research contributes to the discourse on Education for Sustainable Development (ESD) by offering a values-based, faith-informed framework that is both theoretically grounded and practically applicable.

METHOD

This study employs a systematic literature review (SLR) methodology, drawing on peer-reviewed journal articles, books, and institutional reports published between 2022 and 2026. The SLR approach was selected because the primary aim of this study is to construct a conceptual framework grounded in the synthesis of existing scholarly knowledge, rather than to generate new empirical data (Ashrafi et al., 2025; UNESCO, 2021).

Sources were identified through three major databases: Google Scholar, the SINTA (Science and Technology Index) database, and the Directory of Open Access Journals (DOAJ). The following keywords were used in the search process: 'amanah,' 'Islamic education,' 'holistic framework,' 'sustainable development,' 'SDGs,' 'character education,' and 'pesantren.' Searches were conducted both in English and Indonesian to ensure comprehensive coverage of the relevant literature.

Inclusion criteria required that selected sources: (1) directly address Islamic education, character values, or sustainability frameworks; (2) were published in indexed journals at SINTA 2 level and above, or indexed by Scopus or Web of Science (WoS); and (3) offer empirical findings, conceptual models, or policy analysis relevant to the research objectives. Sources published outside the 2022–2026 period were excluded.

A total of 25 references met the inclusion criteria and were included in the final analysis. Data were analyzed thematically using a three-step process: (1) identification of recurring themes; (2) categorization according to the three dimensions of amanah (epistemic, ethical, and social); and (3) synthesis into the Holistic Amanah-Based Framework (HABF).

RESULTS AND DISCUSSION

The Concept of Amanah in Islamic Education

The systematic review reveals that amanah (Arabic: أمانة) is one of the most fundamental values in Islamic ethics, encompassing trustworthiness, honesty, and moral responsibility. Rooted in the Qur'an and Hadith, amanah extends beyond interpersonal trust to encompass responsibility toward knowledge, community, and the natural environment. Research shows that the internalization of amanah contributes significantly to students'

eISSN 3124-9396
Volume 2 , July 2026

character development, particularly in the dimensions of honesty, responsibility, and moral integrity (Ibad et al., 2026).

The prophetic values of Shiddiq (truthfulness), Amanah (trustworthiness), Tabligh (communication), and Fathanah (wisdom) form a complementary character matrix in Islamic educational philosophy, with amanah occupying a central position (Faisol et al., 2024; Zahraini et al., 2025). The systematic review further reveals that amanah operates across three interconnected dimensions: epistemic (knowledge), ethical (character), and social (action).

The Holistic Amanah-Based Framework (HABF)

Based on the thematic synthesis of the reviewed literature, this study proposes the Holistic Amanah-Based Framework (HABF), structured around three interconnected pillars. Each pillar corresponds to one dimension of amanah and is aligned with a specific SDG cluster.

Pillar 1 — Amanah in Learning: Knowledge Integrity (SDG 4)

The first pillar addresses the epistemic dimension of amanah, understood as the responsibility to seek, transmit, and apply knowledge with integrity. In Islamic epistemology, knowledge ('ilm) is a trust (amanah) from God, and its misuse constitutes a betrayal of that trust. When embedded in educational practice, this translates into academic honesty, intellectual rigor, and responsible use of information (Kurniawan et al., 2022).

This pillar aligns directly with SDG 4 (Quality Education), particularly targets 4.1 (inclusive and equitable quality education), 4.4 (relevant skills for decent work), and 4.7 (education for sustainable development and global citizenship). Holistic education in Islamic tradition integrates aqidah (belief), ibadah (worship), and akhlak (character) as inseparable pillars of human development, with knowledge integrity at its core (Hamami & Nuryana, 2022; Rukmana et al., 2024).

Pillar 2 — Amanah in Character: Moral Accountability (SDG 16)

The second pillar addresses the ethical dimension of amanah, focusing on the formation of morally accountable individuals who embody integrity, justice, and principled leadership. Research consistently demonstrates that character education grounded in Islamic values produces students with stronger moral judgment, anti-corruption orientations, and civic responsibility (Alimron et al., 2023; Shiddiq et al., 2024; Bahri, 2022).

This pillar aligns with SDG 16 (Peace, Justice, and Strong Institutions), specifically targets 16.6 (effective, accountable, and transparent institutions) and 16.10 (protection of fundamental freedoms). Character education in Islamic higher education demonstrates that systematic embedding of amanah values produces graduates who are not only academically competent but also morally accountable citizens (Abdullah, 2022; Hidayat & Abdillah, 2022).

DOI: https://doi.org/10.21009/ishel.v2i1.70080

Pillar 3 — Amanah in Action: Social Responsibility (SDG 17)

The third pillar translates amanah from an individual virtue into a collective and civic commitment. Drawing on the Qur'anic concept of khalifah fil ardh (stewardship of the earth), this pillar frames social responsibility as a religious mandate. Literature on pesantren demonstrates how Islamic boarding schools have pioneered community engagement, environmental stewardship, and cross-sector partnerships as practical expressions of amanah (Hile & Mu'ammar, 2026; Khotimah et al., 2024; Fatah & Mufti, 2025).

This pillar aligns with SDG 17 (Partnerships for the Goals), emphasizing the role of Islamic educational institutions as agents of multi-stakeholder collaboration and community empowerment. The contribution of Islamic education to SDG achievement has been empirically documented across multiple institutional contexts (Asdlori, 2023; Bsoul et al., 2022; Khan & Haneef, 2022).

Integration and Implementation of the HABF

The three pillars of HABF are not isolated; they form an integrated framework in which each dimension reinforces the others. A student who internalizes amanah in learning (epistemic) is more likely to develop amanah in character (ethical), which in turn motivates amanah in action (social). This progression mirrors the Islamic educational triad of 'ilm (knowledge), iman (faith), and 'amal (righteous action).

The HABF operates at three implementation levels: (1) individual — student character formation; (2) institutional — curriculum and pedagogy design; and (3) societal — community engagement and policy alignment. At the curriculum level, amanah-based values are integrated explicitly across all subjects. At the pedagogical level, project-based learning (PBL) approaches require students to address real-world challenges through an amanah lens (Mahmud et al., 2024; Purnamasari & Hanifah, 2021). At the institutional level, transparent governance, eco-campus programs, and community partnerships operationalize amanah as an institutional value (Avelar et al., 2023; Kioupi & Voulvoulis, 2019).CONCLUSION

This section contains conclusions from the results of the research carried out. Article writing guidelines *[proceeding acronym]* This was written using *Microsoft Word 2010*. To make it easier to write reference sources, use software such as *Endnote, Mendeley, Zotero,* and so on.

CONCLUSION

This study demonstrates that the Islamic value of amanah provides a robust and coherent foundation for reimagining Islamic education in alignment with the SDGs. By operationalizing amanah across three interconnected pillars — knowledge integrity (SDG 4), moral accountability (SDG 16), and social responsibility (SDG 17) — the Holistic Amanah-Based Framework (HABF) offers Islamic educational institutions a practical and spiritually grounded pathway for contributing to the global sustainability agenda.

The framework addresses a critical gap in the literature by providing a systematic, values-based model that bridges Islamic pedagogical traditions and global sustainability imperatives. Rather than treating Islamic education and the SDGs as separate agendas, HABF reveals their deep structural alignment and provides actionable strategies for curriculum integration, pedagogical transformation, and institutional culture change.

eISSN 3124-9396
Volume 2 , July 2026

Future research should examine the empirical implementation of this framework in specific institutional contexts — particularly madrasah, pesantren, and Islamic universities — assess its measurable impact on student outcomes aligned with SDG indicators, and explore its adaptability across diverse cultural and educational settings.

ACKNOWLEDGMENT

"The author would like to express sincere gratitude to Universitas Pendidikan Indonesia for the academic support and institutional facilities that enabled the completion of this research. Deep appreciation is also extended to the author's beloved parents, whose unwavering love, encouragement, and financial support made this work possible. Special thanks are also due to close friends who provided invaluable assistance, moral support, and thoughtful feedback throughout the research process."

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eISSN 3124-9396
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