

Sustainable Islamic Education: Literature Study Towards Achieving the Vision of Sustainable Development Goals (SDGs)

Siti Khoiriyah Universitas Nahdlatul Ulama Sunan Giri, Indonesia ORCID: 0000-0002-9715-588X	Moh Asror Institut Agama Islam Negeri Kudus, Indonesia ORCID: 0000-0001-6689-8288
Hassan Ruzakki Universitas Ibrahimy, Indonesia ORCID: 0009-0003-2517-6002	Masdar Hilmy Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia ORCID: 0000-0003-2807-4442
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Abstract: Sustainable Islamic education has an important urgency in realizing the vision of the Sustainable Development Goals (SDGs). This study used the Systematic Literature Review (SLR) method to explore important concepts in continuing Islamic education that were relevant to the SDGs. The results of the study showed that a contextual learning approach was key in increasing students' understanding of religious values and their application in everyday life according to their social and cultural context. In addition, the use of technology in Islamic learning has a significant role in expanding access to learning resources and increasing the interactivity between teachers and students. Adequate teacher competence in the fields of science and pedagogy was also a crucial factor in producing quality Islamic education. Competent teachers can provide teaching that was effective, in-depth, and relevant to the needs of students. Assessments tailored to students' needs and contexts help teachers monitor student progress holistically and provide constructive feedback to improve learning. Finally, good institutional management involves clear policies, optimizing resources, and creating a conducive learning environment. Overall, sustainable Islamic education that integrates the concept of contextual, technology-based learning, adequate teacher competencies, assessments according to needs, and good institutional management plays an important role in realizing quality education following the vision of the SDGs.

Keywords: *Sustainable Islamic Education; Sustainable Development Goals (SDGs)*

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Introduction

Sustainable Islamic education is becoming an increasingly important topic in facing the challenges of sustainable development in the modern era (Rahmat & Yahya, 2020). Sustainable Islamic education emphasizes continuity in individual learning and development, taking into account the spiritual, moral, social, and intellectual dimensions (Munadi, 2020a; Rahmat & Yahya, 2020). The main goal is to produce a generation that has a noble character, is competitive, and has an awareness of their responsibilities towards Allah, fellow human beings, and the environment (Kadi, 2022). Sustainable Islamic education can be implemented through various approaches, including developing a curriculum that integrates Islamic values, applying innovative and interactive teaching methods, and establishing an inclusive and sustainable educational environment (Asmuni, 2021; Assa'idi, 2021).

The Sustainable Development Goals (SDGs) adopted by the United Nations (UN) emphasize the importance of overcoming social, economic, and environmental problems faced by the world today (Boeren, 2019; Heleta & Bagus, 2021). In the context of the SDGs, continuing Islamic education plays an important role in achieving several relevant sustainable development goals, such as quality education (SDG 4), gender equality (SDG 5), and peace, justice, and strong institutions (SDG 16) (Jan et al., 2022; Milton, 2021). Sustainable Islamic education can also contribute to poverty alleviation, health and welfare, and environmental protection through an understanding of Islam that promotes justice, togetherness, and sustainability (Rahmat & Yahya, 2021; Romi et al., 2020).

Continuing Islamic education is an important concept because it helps strengthen Islamic identity (Al-Talhouni,

2021), builds noble character (Sholihah & Maryono, 2020), enriches knowledge and understanding of Islam (Abdelzaher et al., 2019), overcomes contemporary challenges (Turan, 2020), and achieve sustainable development goals (Boeren, 2019). Through continuous Islamic education, individuals can strengthen their relationship with their religion, integrate Islamic values into everyday life, and become responsible leaders (Perales Franco & McCowan, 2021). Continuous Islamic education also enables continuous renewal and development in the understanding of Islam according to the demands of the times (Chapman & O'Gorman, 2022).

Sustainable Islamic education is the responsibility of schools, the government, and society together (Vasinayanuwatana et al., 2021). Schools are responsible for providing a learning environment that promotes Islamic values, developing a curriculum that includes religious, character, social, and intellectual aspects, and using innovative teaching methods (Efendi, 2022). The government needs to support adequate policies, provide resources, and ensure the sustainability of Islamic education programs (Zailani et al., 2022). Communities can support through appreciation of Islamic educational institutions, participation in Islamic education activities, and support in the form of donations or participation in Islamic education programs (Gunara et al., 2019). Close collaboration between these three parties will create a conducive environment for sustainable Islamic education that supports the achievement of sustainable development goals (Munjin, 2022).

Apart from the three components above, the family environment plays a dominant role in continuing Islamic education (Kultsum et al., 2022). The family is responsible for providing consistent religious learning, teaching Islamic values

and practices, and providing good examples in implementing these values (Kosim et al., 2022). They must create an environment that supports Islamic education by holding religious activities at home, facilitating open discussion of Islamic teachings, and using technology that conforms to Islamic values (Zailani et al., 2022). A strong and supportive family environment will help shape sustainable religious understanding and practices for family members (Munadi, 2020).

As for research related to sustainable Islamic education, including character education that is evenly distributed for children living in rural and urban areas (Iftanti & Madayani, 2019). Bahzar's research findings regarding continuing education efforts by elaborating leadership styles on teacher performance (Bahzar, 2019). Research findings regarding the application of an international curriculum through teaching foreign languages and multicultural skills can improve the quality of continuing education (Munadi, 2020). Research findings related to the tasawuf approach can improve the quality of religion and student tolerance so that it has an impact on the quality of Islamic education (Rahmat & Yahya, 2020). Furthermore, the results of research on service- or community-based learning methods, inventions, and exhibitions of innovation can have an impact on the progress of Islamic education (Soh et al., 2022). The results of research from Mawajdeh explain that the use of e-learning in the Islamic education curriculum has a positive impact on the quality of student learning outcomes (Mawajdeh et al., 2022). Furthermore, research findings regarding the effect of social support and self-regulation on student Islamic Religious Education learning outcomes (Solichin et al., 2021).

Based on several previous studies on sustainable Islamic religious education, researchers will focus on studying Islamic

education research trends from 2019 to 2022. This study aims to investigate current issues in Islamic education, technology-based educational innovations, effective learning approaches, and challenges faced in implementing sustainable Islamic education in the digital era. In an increasingly complex and dynamic global context, it is important to conduct a literature review on sustainable Islamic education as an intellectual contribution that can provide in-depth insight and broader understanding. Through a comprehensive analysis of the literature, this article aims to investigate various thoughts, concepts, and practices related to sustainable Islamic education, and relate them to the goals of the SDGs. Through this literature review, it is hoped that a solid frame of mind and an effective educational strategy for meeting the goals of sustainable development can be found.

Research Method

This research is a qualitative descriptive study using a systematic literature review (SLR). The literature used is journals/articles that are relevant to sustainable Islamic education. A literature review is carried out by selecting, identifying, and evaluating research to answer research questions that have been formulated. This study aims to explore the application of the concept of sustainable Islamic education towards sustainable development. In this systematic literature review, research begins by identifying articles related to sustainable Islamic education in the *Education Resources Information Center* (ERIC) database. There are four phases involved in mapping the literature, namely the identification phase, the screening phase, the feasibility phase, and the inclusion phase.

Phase 1: Identification Phase

Determination of articles that meet the criteria set based on the keyword Islamic education sustainable. The data source used

in the article search is ERIC. Articles are identified through related keywords as shown in the following table:

Table 1 Keywords used to find relevant articles

Databases	Keywords
Education Resources Information Center (ERIC)	Sustainable Islamic education

Table 1 shows that the keywords used in searching for relevant articles are sustainable Islamic education. The focus specified in this literature leads to an evaluation of tracing research trends related

to sustainable Islamic education. There are 203 literatures. The next step is to determine the inclusion and exclusion criteria for the article. Determination of article criteria can be seen in the following table:

Table 2 Inclusion and Exclusion Criteria

Inclusion criteria	Exclusion criteria
Journal Articles	Book chapters, books, proceedings, reviews
Article published in 2019-2022	Unpublished articles between 2019-2022
Articles Related to Sustainable Islamic Education	Articles Not Related to Islamic Education Sustainable
English Articles	Articles not published in English.

Phase 2: Screening Phase

Literature results from the database ERIC were filtered through Zotero software to separate the identified duplicate articles. Next is the *title and abstract screening process*, namely mapping articles based on titles and abstracts. Titles are filtered because they have relevance and match the keywords used. Then, the abstracts of each article were screened and scanned according to predefined inclusion and exclusion criteria.

Phase 3: Eligibility Phase

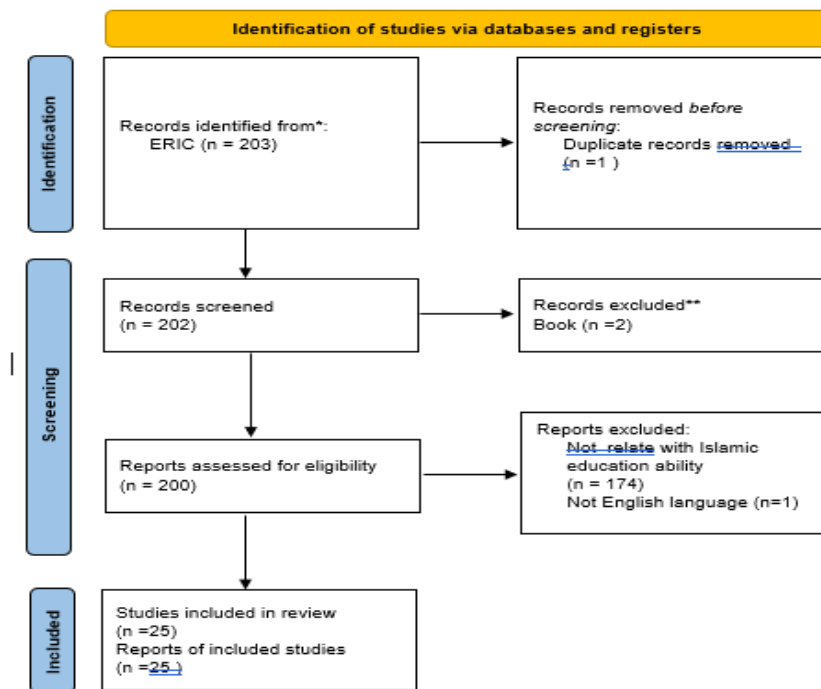
At this stage, the articles are analyzed and checked for feasibility using the Zotero software. After the article is identified as feasible, it can download the full text of the article and separate the articles that fall into

the exclusion criteria. In this phase, articles that are determined to be feasible can map answers to questions in research.

Phase 4: Extraction Phase

After checking the eligibility of the articles based on the inclusion and exclusion criteria. Articles that meet the inclusion criteria will be extracted and analyzed according to the statements that will be used as guidelines, namely *Participant, Intervention, Comparison conditions, Outcomes, and Studies* (PICOS). Determining the statement on the extraction process depends on the expected trend in the research question. The data extraction process uses a manual model based on the PICOS statement and continues with *the study quality* of the extracted

literature. The following is an article search process using the PRISMA flowchart:



As with the prism chart above, there are 203 databases sourced from ERIC. There is 1 database identified as duplicate. Then the rest of the database is mapped according to the inclusion and exclusion criteria. Some 3 databases fall into the exclusion criteria because the data is in the form of books and is not in English. A total of 174 databases were also included in the exclusion criteria because they did not match the keyword criteria specified in the study. There are 25 databases in the form of articles that meet the inclusion criteria. In the next stage, the article will be analyzed and deepened using the PICOS statement that has been determined words (Qoyyimah, 2018).

Results and Discuss

Mapping Sustainable Islamic Education in Research Trends for 2019-2022

From the findings of the ERIC database, there were 203 databases according to the keyword "School Excellent Mode Assessment Islamic education sustainable. After the identification process through the Zotero software, 25 articles were found that met the inclusion criteria with predetermined conditions. The mapping of 25 articles will be explained based on the author's data, year of publication, journal (journal name, volume, issue, year), publication, and journal ranking. The following is a mapping table of articles that meet the inclusion criteria;

Table 3 Description of the articles included in the inclusion criteria

No	Author & Date	title	Publications	Scopus Accredited
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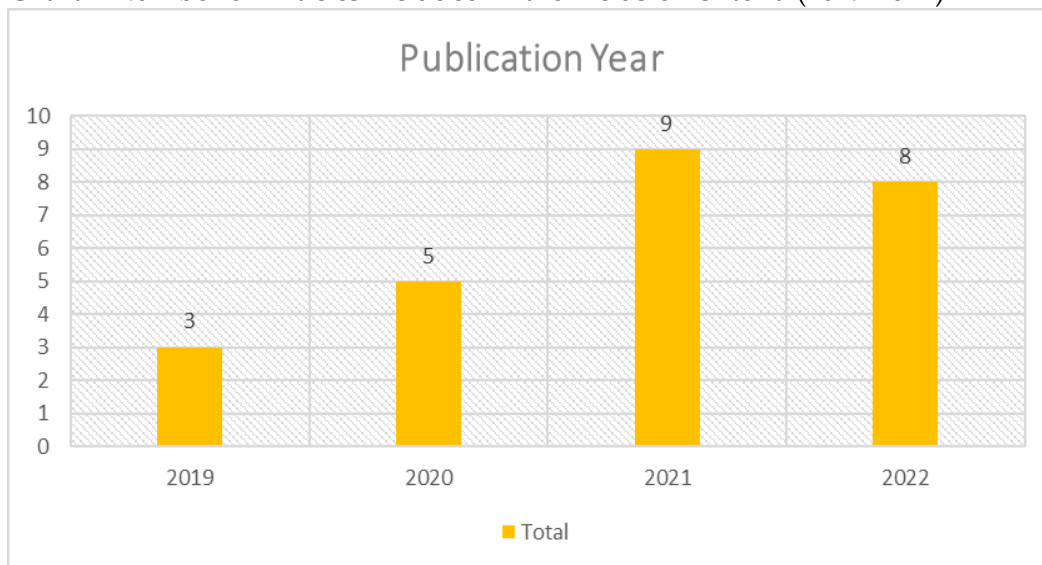
1.	<i>Badr Abdullah Al-Harbi (2019)</i>	<i>The Attitudes of Islamic Education Teachers Towards the Use of Social Media in Teaching and Learning</i>	<i>International Education Studies</i>	Q1
2.	<i>Bazar, M. (2019)</i>	<i>Authentic leadership in madrasas: Asserting Islamic values in teacher performance.</i>	<i>Journal of Social Studies Education Research</i>	Q3
3.	<i>Saiful, Nyoman, Nurul, Dedi (2019)</i>	<i>The Moral Education and Internalization of Humanitarian Values in Islamic Boarding Schools</i>	<i>Journal for the Education of Gifted Young</i>	Q3
4.	<i>Desi Sukenti, Syahraini Tambak, Charlina (2020)</i>	<i>Developing Indonesian language learning assessments: Strengthening the personal and Islamic psychosocial competence of teachers</i>	<i>International Journal of Evaluation and Research in Education</i>	Q3
5.	<i>Nejad, FS, Tavakoli, HM, Kamali, MJ, Salajegheh, S., & Molaei, HR (2020).</i>	<i>Developing a Conceptual Model of Cultural Policy-making in District 8 Payame Noor Universities based on Piety.</i>	<i>Propósitos Representaciones</i>	Q4
6.	<i>Sukenti, D., Tambak, S., & Charlina. (2020).</i>	<i>Developing Indonesian language learning assessments: Strengthening the personal and Islamic psychosocial competence of teachers.</i>	<i>International Journal of Evaluation and Research in Education</i>	Q3
7.	<i>Sholihah, U., & Maryono, M. (2020)</i>	<i>Students' visual thinking ability in solving the integral problem.</i>	<i>Journal of Research and Advances in Mathematics Education</i>	Q3
8.	<i>Budiman, A., Samani, M., Rusijono, R., Setyawan, WH, & Nurdyansyah, N. (2020)</i>	<i>The Development of Direct-Contextual Learning: A New Model on Higher Education.</i>	<i>International Journal of Higher Education</i>	Q1
9.	<i>Siti Jamilah (2021)</i>	<i>Moderate Islamic Education to Enhance Nationalism among Indonesian Islamic Student Organizations in the Era of Society 5.0</i>	<i>Journal of Social Studies Education Research</i>	Q3
10.	<i>Al-Johani, AZ (2021).</i>	<i>A Prospected Scenario for Developing the Teaching of Islamic Education Courses in Colleges of Education in the Light of the Requirements of Distance Education.</i>	<i>Higher Education Studies</i>	Q1
11.	<i>Muhid, A., Ridho, A., Yusuf, A., Wahyudi, N., Ulya, Z., & Asyhar, AH (2021).</i>	<i>Big Five Personality Test for State Islamic Senior High School Students in Indonesia.</i>	<i>International Journal of Instruction</i>	Q2
12.	<i>Yusuf, A., Kusaeri, K., Hidayatullah, A., Novitasari, DCR, & Asyhar, AH (2021)</i>	<i>Detection of potential errors in measurement results of madrasa admission instruments in Indonesia.</i>	<i>International Journal of Evaluation and Research in Education,</i>	Q3

13.	Suparjo, Hanif, M., & Indianto, SD (2021)	<i>Developing Islamic Science-Based Integrated Teaching Materials for Islamic Education in Islamic High School.</i>	<i>Pegem Egitim and Ogretim Dergisi</i>	Q4
14.	Rahtikawatie, Y., Chalim, S., & Ratnasih, T. (2021)	<i>Investigating The Role of Religious Leadership at Indonesia's Islamic Boarding Schools in The Sustainability of School Management.</i>	<i>Eurasian Journal of Educational Research</i>	Q3
15.	Solichin, MM, Muhlis, A., & Ferdiant, AG (2021)	<i>Learning motivation as intervening in the influence of social support and self-regulated learning on learning outcomes.</i>	<i>International Journal of Instruction,</i>	Q2
16.	Alshboul, R., Fawaris, H., & Alshbool, A. (2021).	<i>Role of Parental Beliefs and Focus to Improve the Quality of Islamic Schooling in the Western World.</i>	<i>Eurasian Journal of Educational Research</i>	Q3
17.	Al-Talhouni, MH (2021).	<i>The Perceptions of the Teachers of Islamic Education in Jordan Concerning the Use and the Challenges of the Darsak Platform.</i>	<i>Journal of Education and Learning</i>	Q1
18.	As'aril Muhajir (2022)	<i>Inclusion of pluralism character education in the Islamic modern boarding schools during the pandemic era</i>	<i>Journal of Social Studies Education Research</i>	Q3
19.	Musthofa, T. (2022)	<i>CEFR-Based Policy in Arabic Language Teaching and Cultural Dimension in Indonesian Islamic Higher Education.,</i>	<i>Eurasian Journal of Applied Linguistics</i>	Q2
20.	Elmedina Nikoçeviq-Kurti. (2022)	<i>The Pattern of Hybrid Learning to Maintain Learning Effectiveness at the Higher Education Level Post-COVID-19 Pandemic</i>	<i>European Journal of Educational Research</i>	Q2
21.	Amin, AM, Ahmad, SH, Zulkarnaim, & Adiansyah, R. (2022)	<i>RQANI: A Learning Model that Integrates Science Concepts and Islamic Values in Biology Learning. International Journal of Instruction</i>	<i>International Journal of Instruction</i>	Q2
22.	Rofik, A., Setyosari, P., Effendi, M., & Sulto. (2022)	<i>The Effect of Collaborative Problem Solving & Collaborative Project-Based Learning Models to Improve The Project Competences of Pre-Service Teachers</i>	<i>Pegem Egitim and Ogretim Dergisi</i>	Q4
23.	Affandi, Y., Darmuki, A., & Hariyadi, A. (2022)	<i>The Evaluation of JIDI (Jigsaw Discovery) Learning Model in the Course of Qur'an Tafsir.</i>	<i>International Journal of Instruction</i>	Q2
24.	Mawajdeh, B., Garalleh, E., Al Khattab, A., Talhouni, M., & Mara'yeh, A. (2022)	<i>The Extent to Which e-Learning is Being Utilized in Teaching the Islamic Education Curriculum in Ma'an Governorate Schools as Viewed by the Teachers.</i>	<i>WorldJournal of Education</i>	Q4

25.	Munjin. (2022)	<i>The Strategies of Brand Image Building at Private Institution of Islamic Education in Purwokerto.</i>	<i>Pegem Egitim and Ogretim Dergisi</i>	Q4
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The mapping of articles that meet the inclusion criteria can be simplified in the form of the following table:

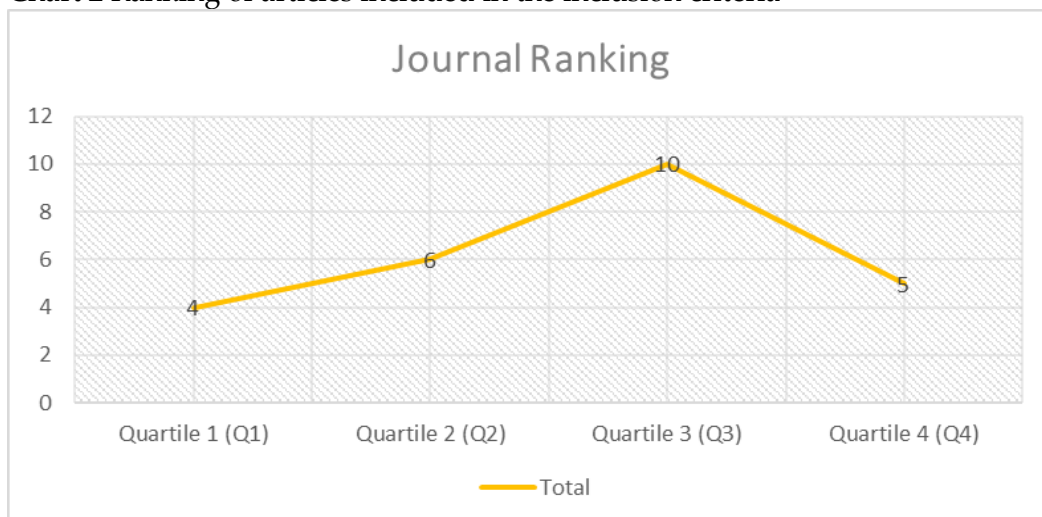
Chart 1 Number of Articles included in the inclusion criteria (2019-2022)



The table above can be understood that research trends on sustainable Islamic education are still being studied a lot. In 2019 3 articles met the inclusion criteria, in 2020 there were 5 articles, in 2021 with the highest

number of articles, namely 9, then in 2022 the number of articles was 8. The following will present a ranking mapping chart of articles that meet the criteria for inclusion:

Chart 2 Ranking of articles included in the inclusion criteria



Research trends focused on quality education aim to identify factors that influence education quality, improve accessibility, increase equity, and develop innovative learning methods. With research that focuses on quality education, deeper insights can be generated regarding challenges and opportunities in improving an

inclusive and equitable education system, thereby helping to achieve SDG 4 targets such as reducing educational disparities, increasing literacy, and preparing skilled future generations and competitiveness. The following is a table on the dimensions of SDGs 4 and tr;

Table 4 Dimensions of Quality Education in SDGs 4

(SDGs 4) Quality Education	Access to quality and inclusive education for every child
	Equal and quality basic education for all children around the world
	Life Skills (communication skills, social, problem-solving skills, and entrepreneurship)
	Quality of institutional management and teacher competency
	Gender equality and inclusion education: Quality education in the SDGs must include the principle of inclusion
	Connected to the Real World: Technology Integration, environmental education, multicultural Understanding, and Awareness of global Issues

Table 4 Relevance of Research Topic Trends with SDGs Dimension 4

Publication Year	Research Focus	Topic Relevance with SDGs
2019	Utilization of social media in learning Islamic education	Development of life skills
	The role of the madrasa head is giving affirm to teachers the urgency of implementing Islamic values in daily life at school	Quality of institutional management
2020	programs designed to enhance teachers' competencies, including teaching skills, curriculum understanding, classroom management, and interpersonal communication	Teacher competence
	Preservation of cultural heritage, development of arts and literature, and cultural identity	Teacher competence and contextual learning
	Development of effective teaching methods The potential of Direct-Contextual Learning (DCL) in improving the quality of learning and student learning outcomes in various disciplines in higher education	Teacher competence in learning media
	Islamic psychosocial dimensions are also the focus of studies that include Islamic teaching approaches and assessment strategies that consider religious values and practices in the context of learning Indonesian.	Teacher competence in learning media

2021	Exploration of the relevance of moderate Islamic education to social and technological changes in the era of society 5.0	The need for the value of tolerance to create a generation of Indonesians with a plural identity.
	Identify the five dimensions of student personality: extroversion, emotional instability, openness, pressure, and politeness in the learning process	Determination of appropriate assessment of learning needs
	The urgency of the stability of measurement patterns in a study	An assessment pattern that fits learning needs
	Development of integrated teaching materials based on Islamic science for Islamic religious education in Islamic secondary schools	Learning integrated with the real world (nature)
	The role of religious leadership in Indonesian pesantren in the sustainability of school management	Institutional management capabilities
	Parents' belief and focus in providing support to children can contribute to improving the quality of Islamic education	Proficiency in Islamic education can be built through a supportive social environment
	Utilization of digital platforms in the learning process	Technology integration in learning
2022	Integrating pluralism character education in the curriculum and teaching practices in Islamic boarding schools	The need for the value of tolerance to create a generation of Indonesians with a plural identity
	CEFR-based policies (Common European Framework of Reference) in teaching Arabic and the cultural dimension in Islamic higher education in Indonesia	Learning integrated with the real world (cultural conditions)
	Hybrid learning patterns to maintain learning effectiveness at the higher education level after the COVID-19 pandemic	Teacher competence in learning methods
	Integration of science concepts and Islamic values in biology learning	Learning integrated with the real world (nature)
	Collaborative project-based learning to improve prospective teacher project competencies	Teacher competence in learning methods
	Evaluating the use of the JIDI (Jigsaw Discovery) learning model in the Al-Qur'an Interpretation subject	An assessment pattern that fits learning needs
	Evaluation of the level of utilization of e-learning in teaching Islamic Education	Assessment of learning practices that are integrated with the real-world
	The use of social media, marketing programs, and communication with stakeholders to strengthen the brand image of educational institutions	Technology integration in learning

Overall, the mapping of articles that fall under the inclusion criteria shows that efforts to realize quality education following the SDGs vision involve various factors, including technology-based learning such as

the use of e-learning and social media in learning, developing teacher competencies such as competence in choosing methods and media learning as well as determining relevant learning models, appropriate

learning assessments, learning that is contextual and connected to real-world dimensions, and well-organized institutional management. By integrating some of the above aspects into the PAI learning process, a more inclusive, innovative, and quality education system can be created for all students.

Continuing Islamic Education in Realizing Quality Education in the SDGs

Based on the initial mapping regarding articles included in the inclusion criteria, it can be identified that research trends on sustainable Islamic education in 2019 focus on the use of social media in learning Islamic education (Al-Harbi, 2019) . Through social media, Islamic education teachers can provide useful educational content, enable teachers to share educational resources, conduct virtual classes, and provide easy access to relevant Islamic values. By utilizing social media wisely, Islamic education can become more engaging, inclusive, and relevant to today's digital generation. The process of internalizing human values is also a topic of study in 2019. These values include justice, empathy, brotherhood, cooperation, and concern for the difficulties and suffering of others. The inculcation of pesantren-based human values has a positive impact on the quality of Islamic education (Anam et al., 2019) .

The same study in 2019, that the leadership of the madrasa head has an important role in confirming teachers about the urgency of Islamic values in the educational context (Bahzar, 2019) . An effective madrasa head can convey clearly and convincingly the importance of Islamic values in shaping the character of students.

They encourage teachers to be consistent role models in applying Islamic values to their daily lives and teaching practices. By providing clear direction and ongoing support, madrasah principals can strengthen teachers' understanding of Islamic values, increase their awareness of moral responsibility, and ensure that pesantren as Islamic educational institutions prioritize the formation of Islamic character as the main goal in the learning process (Misbah et al., 2019) .

The literature review in 2020 includes outlining programs designed to improve teachers' competence, including teaching skills, curriculum understanding, class management, and interpersonal communication (Hamzah et al., 2020) . The Islamic psychosocial dimension is also the focus of studies that include Islamic teaching approaches and assessment strategies that consider religious values and practices in the context of learning Indonesian (Sukenti et al., 2020) . Apart from discussing the two previous matters, the focus of the study in 2020 will also discuss the development of cultural policies which include cultural education, preservation of cultural heritage, development of arts and literature, and cultural identity. This conceptual model becomes a framework that integrates religious and spiritual values in designing cultural policies in an environment (Nejad et al., 2020) . The development of effective teaching methods can also improve students' visual thinking skills in the context of integral problem-solving (Sholihah & Maryono, 2020) . In 2020 there was also a research study that discusses the Potential of Direct-Contextual Learning (DCL) in improving the quality of learning and student learning outcomes in various disciplines of higher education (Budiman et al., 2020) .

Literature reviews in 2020 focus more on teacher competence in contextualizing learning with real-world dimensions and

dealing with cultural diversity which is very important in creating learning experiences that are inclusive and relevant for all students. Teachers who have this competence can relate learning material to the context of student life, culture, and student background. Students can create learning experiences that consider differences in culture, language, and values that exist in the classroom. Learning based on cultural diversity enables students to appreciate and understand differences, and promotes cooperation, inclusion, and tolerance in the classroom. Teachers who can involve cultural diversity in learning help students develop a deep understanding of their world and prepare them to interact positively in a diverse society.

Research studies in 2021 focus on a moderate educational approach that can help promote tolerance and inclusivity in religious understanding, while also strengthening feelings of love and loyalty to one's country. This article explores the relevance of moderate Islamic education to social and technological changes in the era of Society 5.0. A plural attitude is very important in achieving quality education following the SDGs. With a plural attitude, students can appreciate differences, empathize, and learn to work with different people. This helps create an inclusive learning environment, prepares students for a globalized world, and supports goals of inclusion, gender equality, and social justice. Through education that encourages a plural attitude, we can form a generation that is tolerant, inclusive, and ready to contribute to sustainable development following the SDGs, education of tolerance, and the use of technology in learning

In addition, it also discusses scenarios for the development of Islamic Religious Education teaching in educational tertiary institutions with a distance education approach. The scenario includes developing online materials, using information and

communication technology, and training lecturers. This research provides practical guidance for tertiary institutions to improve the teaching of Islamic Religious Education through a distance approach. Lecturer competence in utilizing technology and information in online and offline learning can have a positive impact on student learning outcomes and motivation.

Some articles discuss the use of the Big Five Personality Test on Islamic State Senior High School students in Indonesia. This test helps identify five dimensions of student personality: extroversion, emotional instability, openness, assertiveness, and politeness. This study aims to understand student personality profiles in the context of Islamic education and provide insights for the development of more effective educational approaches. The selection of learning models that suit the learning needs and characteristics of students can be supported through the teacher's pedagogic competence. By mastering pedagogic competence, the teacher can determine the appropriate planning, implementation, and measurement of learning.

Determining assessments that are appropriate to students' learning needs, systematic management of institutions, and parental support have an important role in realizing quality education. In determining the assessment, it is important to pay attention to the various abilities and learning styles of students so that the evaluation can provide an accurate picture of their progress. In addition, systematic management of institutions including effective management of resources, educational policies, and organizational structures can create a conducive and orderly learning environment. Furthermore, consistent support from parents or guardians of students also has an important role in creating a supportive learning environment. Through the active involvement of parents in their children's

education, open communication between educational institutions and parents can be maintained, helping to maximize students' potential and achieve optimal educational outcomes. By integrating these aspects, quality education can be realized, creating an environment that supports the holistic development of students and prepares them for a successful future.

Research trends related to sustainable Islamic education in 2022 have some similarities with research focuses in 2021 such as tolerance education to foster a plural attitude towards diversity. Awareness of diversity helps build respectful relationships, reduces discrimination, and promotes unity in diversity (Munjin, 2022). Besides that, the implementation of contextual learning also affects the character possessed by students, thus the process of delivering PAI material must be relevant to the dimensions of the real world (Musthofa, 2022).

Teacher competence in managing learning has an important role in encouraging the creation of quality learning (Affandi et al., 2022). Competent teachers can plan and structure learning according to the goals, needs, and characteristics of students. They can organize a conducive learning environment, use effective strategies and methods, and provide relevant resources (Rofik et al., 2022). Teachers who can manage learning can also create a positive classroom atmosphere, encourage active student participation, and provide constructive feedback, as well as promote the development of holistic and sustainable student learning motivation (Mawajdeh et al., 2022).

One of the competencies that must be possessed by teachers in the 21st century is digital competence where teachers can take advantage of technological advances and developments in PAI learning. Teachers with digital competence can utilize a variety of technology tools and applications, such as

interactive learning software, e-learning platforms, and social media, to enhance students' learning experiences in PAI. Teachers can create learning that is interesting, interactive, and relevant to the needs of students in the digital era. With the integration of technology, teachers can provide rich learning resources, activate student participation, and encourage collaboration among fellow students. Thus PAI learning will remain relevant to the needs and developments of the times and will not be left behind (Elmedina Nikoçeviq-Kurti, 2022).

Conclusion

Based on research trends from 2019 to 2022, it can be concluded that the concept of continuing Islamic education involves several important components including: building teacher competencies such as; competence in determining media, methods, and learning models. Technology-based learning such as e-learning and social media-based learning. Contextual learning is learning that is connected to real-world dimensions such as learning based on cultural diversity, and learning based on real nature. Appropriate learning assessment techniques such as; the determination of a standardized and systematic assessment instrument. Good management of educational institutions.

The implications of the five concepts of sustainable Islamic education which refer to research study trends from 2019 to 2022 include; strong teacher competence plays an important role in improving the quality of Islamic education, while the use of technology in learning provides broader access and interesting learning experiences. A contextual learning approach links learning to students' lives and Islamic values. Appropriate assessment techniques provide

constructive monitoring and feedback, while good management of educational institutions creates an enabling environment. Overall, the application of the concept of continuing Islamic education will improve the quality of education, provide a good learning experience, and prepare students to face a complex and diverse world.

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