

# Transforming Islamic Da'wah Institutions for Achieving SDG 4 and SDG 16: A Strategic Management Perspective

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**Abstract:** This conceptual paper explores the strategic transformation of Islamic Da'wah institutions to support the achievement of Sustainable Development Goals (SDG) 4 and 16. Drawing from strategic management theories and Islamic ethical frameworks, particularly maqashid shariah, the study proposes a model for institutional reform that aligns religious values with global development agendas. Through a literature-based analysis, the paper synthesizes key concepts such as visionary leadership, ethical governance, and inclusive education. The findings suggest that integrating Islamic principles into strategic planning enhances institutional accountability and educational quality. This study contributes to the discourse on Islamic institutional development by offering a conceptual framework that bridges faith-based governance with sustainable development.

**Keywords:** conceptual study; institutional reform; Islamic Da'wah; maqashid shariah; SDG 4; SDG 16; strategic management

## 1. Introduction

Islamic Da'wah institutions play a pivotal role in shaping educational and ethical landscapes within Muslim communities. However, their strategic alignment with global development frameworks—particularly Sustainable Development Goals (SDG) 4 (Quality Education) and SDG 16 (Peace, Justice, and Strong Institutions)—remains underexplored. This study investigates the transformation of Islamic Da'wah institutions through the lens of strategic management to enhance their contribution to inclusive education and institutional integrity. Previous studies that reviewed these dimensions from an Islamic perspective, among the main findings are: Islam emphasizes human resource development. This aligns with efforts to promote quality education (SDG 4). Education is considered human capital in the form of productive investment [1]. Another study used a qualitative case study approach to explore leadership transformation and participatory governance in Islamic education [2]. Strategic leadership can drive institutional transformation towards excellence [3]

While this method provides contextual depth, limitations arise in terms of scalability and comparative validation. In the context of Islamic missionary institutions, scalability refers to whether a successful strategic approach in one institution can be replicated in another with consistent results. A collaborative leadership model that is successful in one Islamic boarding school can be assessed for its scalability for application in other Islamic boarding school networks with different characteristics. Comparative validation is needed to demonstrate that

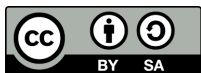
Received: July 01, 2025

Revised: July 14, 2025

Accepted: July 28, 2025

Published: July 31, 2025

Curr. Ver.: July 31, 2025



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the proposed strategic management approach is superior to traditional or administrative approaches.

The core research problem addressed in this paper is the absence of a strategic management model that integrates Islamic ethical values—particularly *maqashid shariah*—with performance indicators aligned to SDG 4 and SDG 16. To address this, the proposed framework is a hybrid conceptual one that synthesizes strategic management theories by Mintzberg [4] with Islamic governance principles by Kamali and Chapra [5]. This framework is constructed through a systematic literature review and comparative analysis of best practices in Islamic educational institutions, supported by qualitative synthesis and thematic coding.

The main contributions of this study are: (1) a strategic model for institutional transformation rooted in Islamic ethics; (2) a mapping of SDG targets to *Da'wah* institutional functions; (3) a framework for evaluating institutional integrity and educational inclusivity; and (4) a roadmap for policy integration and stakeholder engagement. The remainder of this paper is structured as follows: Section 2 reviews related literature and theoretical foundations; Section 3 outlines the methodology; Section 4 presents the proposed framework; Section 5 discusses implications and limitations; and Section 6 concludes with recommendations for future research and policy development.

## 2. Literature Review

### SDGs: A Global Development Framework

With the Millennium Development Goals (MDGs) expiring at the end of 2015, the world is encountering the new global development agenda named Sustainable Development Goals 2015-2030 (SDGs). The new global development agenda, Sustainable Development Goals (SDGs 2015-2030) officially published in 2015 outlines renewed developmental agenda ahead of its predecessor Millennium Development Goals (MDGs 2000-2015). It is a universal agenda to support a sustainable future for the humankind by integrating social, economic and environmental dimensions of development. The 17 SDGs aim to attain prosperity and welfare for all people by ensuring sustained and inclusive economic growth, social development and environmental protection. The United Nations SDG are a set of global principles to guide action. Seventeen goals sit atop 169 specific global targets and an emerging set of indicators. They were designed with national governments in mind and are a voluntary agreement among the United Nations' 193 member states. All member states agree on the intent behind the goals to address shared global issue. Though most of the SDGs build upon MDGs, SDGs are more ambitious in scope and universal in coverage. These goals adopt a more comprehensive approach towards development by integrating social, economic and environmental dimensions of development and set targets both for developing and developed countries [5]



Source: MDGs, United Nation Development Programme (2005).

Figure 1: The Millenium Development Goals (MDGs)

Unlike the MDGs, the Sustainable Development Goals (SDGs) embody a comprehensive and integrated framework for development. The interconnected nature of the goals highlights the potential for both horizontal and vertical policy interventions across diverse sectors. For instance, the components of poverty alleviation, employment, and nutrition—previously consolidated under MDG1—are now addressed more expansively within the SDG structure, spanning multiple goals such as 1, 2, 3, 4, 5, 8, 9, 10, and 12 [5]



Figure 2: The Sustainable Development Goals (SDGs)

Source: SDGs, SDG Index and Dashboards Report 2018

Table 1: Goals of the 2030 Sustainable Development Goals

SDG 1	End poverty in all its forms everywhere.
SDG 2	End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
SDG 3	Ensure healthy lives and promote well-being for all at all ages.
SDG 4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
SDG 5	Achieve gender equality and empower all women and girls.
SDG 6	Ensure availability and sustainable management of water and sanitation for all.
SDG 7	Ensure access to affordable, reliable, sustainable and modern energy for all.
SDG 8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
SDG 9	Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
SDG 10	Reduce inequality within and among countries.

SDG 11	Make cities and human settlements inclusive, safe, resilient and sustainable.
SDG 12	Ensure sustainable consumption and production patterns.
SDG 13	Take urgent action to combat climate change and its impacts.
SDG 14	Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
SDG 15	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
SDG 16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
SDG 17	Strengthen the means of implementation and revitalize the global partnership for sustainable development.

The interconnectedness of the SDGs becomes evident when examining the framework’s intended outcomes and specific targets. Based on their major thrusts (OFID, 2016), six SDGs (1, 3, 4, 5, 10, and 16) basically aim to deliver individual and collective wellbeing through improved health and education and their equitable distribution within and between countries. These goals are supported by the seven infrastructure related goals (2, 7, 6, 8, 9, 11, 12) which cater to the production, distribution and delivery of goods and services, including food, energy, clean water, and waste and sanitation services in cities and other settlements. The remaining three goals pertain to the governance and stewardship of natural resources and global commons—land, oceans, and the atmosphere—addressing issues like biodiversity conservation and climate change [5]

### **Islam and Global Development Agenda**

The Sustainable Development Goals (SDGs) are a global agenda aimed at eradicating poverty, improving the quality of education, and strengthening peaceful and inclusive institutions. The Sustainable Development Goals (SDGs) consist of 17 strategic targets designed to be achieved by the world by 2030. The existence of this SDGs agenda is important because the interconnectedness of development requires joint action to address global issues, such as: poverty, education, maternal and child health, environmental conservation, and so on. This SDGs agenda is one of the guidelines or references for global development cooperation after the MDGs [7]

It is interesting to analyse the relationship between religion and development, particularly related to the current global programme, SDGs. This discussion would be fascinating because religion is often regarded as an inhibiting factor of development. Many classic works consider the ‘disenchantment’ on the correlation between religion and development, only because religion seemed irrelevant to the processes they were analysing other than, perhaps, as an obstacle to modernisation. Oppositely, some researchers argued that religion, emerging force in world affairs and guidance for pursuing a good life, has the potential to play a decisive role in the development process. When it comes to a question whether Islam promotes sustainable development? It is critical to note that Islam’s perspective of sustainable development arises from its vision of a moral economy and society, which may, in turn, be articulated into a structure of values and principles that are conducive to sustainability and growth.

### **SDGs from an Islamic Perspective**

With regard to the relation between Islam and development, some researchers have elaborated the definition and explanation of Islamic concept of development by referring to

the Quran and the Sunnah. Islamic vision of development is rooted in the framework of *falah* (فلاح) that literally means ‘victory’, ‘glory’ or ‘well-being’. The concept of *falah* –which is mentioned forty times (including its derivatives) in the Quran– is the real well-being of all the people living on earth, irrespective of their race, colour, age, sex or nationality, because, according to the Qur’an, Prophet Muhammad PBUH was sent to all people and not to any particular group.

Primary measure of development has focused on a rise in income and wealth as a consequence of the Enlightenment Movement of the 17th and 18th centuries as stated by many secular and materialist worldview. Conversely, spiritual and non-material dimensions were both neglected from the discussion of development at that time whereas Islam considers not only a rise in income and wealth, but also spiritual needs to sustain long-term development [5]

#### **SDG 4 and SDG 16 in Islamic Educational Institutions**

SDG 4 emphasizes inclusive and equitable quality education, while SDG 16 emphasizes transparent, accountable, and peaceful governance. Research by Mahmud et al. [8] at Muhammadiyah University of Surakarta shows that Islamic education that integrates the values of tolerance and multiculturalism can contribute significantly to the achievement of SDG 4 and SDG 16. Learning models such as Baitul Arqam and integrated classical learning have proven effective in building an inclusive and peaceful culture on campus.

Sustainable development can serve as a foundation for political development within Islamic da'wah institutions within a contemporary Islamic framework by supporting the necessary structures of da'wah institutions for justice, accountability, and societal well-being. Political development within the context of Islamic da'wah institutions can refer to the evolution of governance structures within da'wah institutions that integrate justice ('Adl), equality (Qist), and accountability (Mas'uliyah) as fundamental principles. This aligns with Islamic legal tradition, where governance is rooted in Sharia-based ethical and moral obligations. The governance model in Islamic societies incorporates participatory decision-making through institutions such as the Shura (consultative council) and Hisbah (public oversight mechanism), which ensure fairness and accountability in policy implementation. This can be applied to Islamic da'wah institutions to facilitate transformation [9]

#### **Strategic Management in Islamic Da'wah Institutions**

Strategic management in the context of Islamic institutions is oriented not only toward efficiency and competitiveness, but also toward integrity and sustainability. Putra [10] developed an Islamic strategic management framework that integrates Sharia values such as justice, trustworthiness, and deliberation into the decision-making process. This approach is relevant for Islamic Da'wah institutions seeking systemic and sustainable transformation.

A study by Pramitha [11] at UIN Malang emphasized the importance of updating the vision and mission, identifying strategic resources, and external collaboration in facing the era of disruption and the new normal. Meanwhile, research by Misfah et al. [12] at the Assalaam Islamic Boarding School (Pesantren Assalaam) demonstrated that a productive cooperative strategy based on Islamic boarding schools can support sustainable economic development and the achievement of the SDGs.

#### **Integration of Maqasid Shariah in Governance**

By adopting Imam Ghazali’s work on five dimensions of Maqasid Shariah — safeguarding of faith (din), the human self (nafs), intellect (‘aql), posterity (nasl) and wealth (mal)— that the most important factor in order to fulfil human well-being is justice and human brotherhood along with satisfaction of income and wealth. In addition, other factors are equally important such as: mental peace and happiness, spiritual and moral uplift, security of life, property and honour, individual freedom, education, marriage and proper upbringing of children, family and social solidarity, and minimization of crime, tension and anomie. The satisfaction of all these needs is a basic human right and has been addressed in Islamic literature under the generic term Maqasid Shariah (Figure 2.5) considered them as primary dimensions (ashliyyah, also developed its corollaries (tabi’ah) in order to breakdown the detail of Islamic concept of development.

From an Islamic perspective, the values of maqasid shariah, such as hifz al-din (protecting religion), hifz al-nafs (protecting the soul), and hifz al-‘aql (protecting the mind), align closely with the principles of the SDGs, particularly SDGs 4 and 16. A study by Khan & Haneef [1] shows that Islam has great potential to support the achievement of the SDGs through a multidimensional approach encompassing social, economic, and institutional development.

The integration of maqasid shariah in institutional governance is becoming an increasingly relevant approach. Maqasid principles can serve as an ethical foundation for designing just institutional policies oriented toward the public good. In the context of Da’wah, this includes protecting the values of faith, reason, and the social life of the community [5]

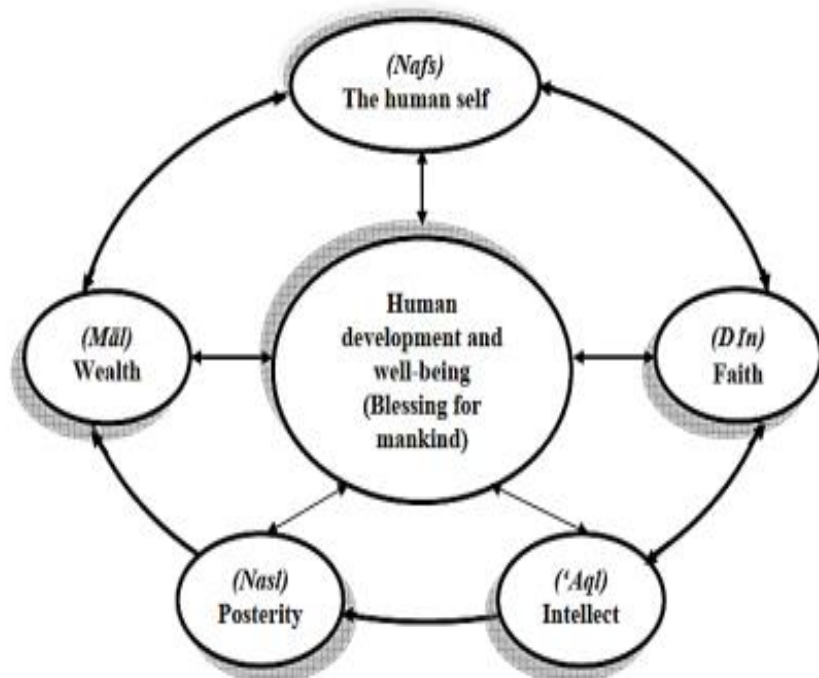


Figure 3: Five elements of Maqasid Shari’ah must be enriched as fundamentals of human development and well-being  
Source: Adopted from Aziz Ibrahim A (2020)

### 3. Proposed Method

This research is conceptual in nature, the method used is a systematic literature review approach and thematic synthesis, which produces a strategic framework based on Islamic values and SDGs.

This research uses a systematic literature-based conceptual study approach and thematic synthesis to formulate a strategic transformation framework for Islamic Da'wah institutions in order to achieve SDG 4 and SDG 16. This method was chosen because it is able to integrate strategic management theory with the principles of maqashid shariah in a comprehensive and applicable manner.

### Methodological Steps

#### Step 1: Identification of Relevant Literature

Literature was collected from journals indexed by Sinta 1, Sinta 2, and Scopus, with a focus on:

- Strategic management in Islamic educational institutions
- Integration of maqasid shariah in institutional governance
- Implementation of SDGs 4 and SDG 16 in an Islamic context

#### Step 2: Thematic Synthesis

The collected literature was analyzed using a thematic approach to identify:

- Institutional strategic pillars
- Relevant Islamic values
- Performance indicators aligned with the SDGs

#### Step 3: Development of a Conceptual Framework

The framework was developed by combining strategic management theory by Amiruddin [13] This framework consists of four main components:

- Formulating a values-based strategy
- Implementing the transformation program
- Evaluating institutional performance
- Policy integration and stakeholder participation

### Strategy Framework Visualization

Strategic Maqashid Management Framework
1. Visionary Leadership (Hifz al-Din) 2. Inclusive Education (Hifz al-'Aql) 3. Ethical Governance (Hifz al-Mal & Hifz al-Nafs) 4. Community Engagement (Hifz al-Nasl)
SDG 4 Targets → Curriculum, Access, Teacher Quality SDG 16 Targets → Transparency, Accountability, Participation

## 4. Results and Discussion

### Tools and Data Sources

Because this research is conceptual in nature, no experimental hardware or software was used. However, the analysis process was conducted using:

- **Literature management software** such as Zotero and Mendeley for reference management
- **Literature datasets from journals** indexed by Sinta 1, Sinta 2, and Scopus
- **Primary sources:** academic articles, strategic management theory books, and SDG policy documents from the UNDP and the Ministry of National Development Planning/Bappenas

### Thematic Synthesis Results

From the literature analysis, four main strategic themes were identified that serve as the foundation for the transformation of Da'wah institutions:

Strategic Themes	Linked to SDG	Principles: Maqasid Shariah
Visionary Leadership	SDG 16	Hifz al-Din (Guarding Religion)
Inclusive Education	SDG 4	Hifz al-'Aql (Guarding Reason)
Ethical Governance	SDG 16	Hifz al-Mal & Hifz al-Nafs (Natural Self-Reliance)
Community Engagement	SDG 4 & SDG 16	Hifz al-Nasl (Guarding Progeny)

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SDG 4 Targets → Curriculum, Access, Teacher Quality SDG 16 Targets → Transparency, Accountability, Participation

### Analysis and Discussion

The findings indicate that integrating maqasid shariah into strategic management can strengthen Da'wah institutions' contribution to SDGs 4 and 16. For example, a visionary leadership approach that emphasizes spiritual and ethical values can encourage more inclusive and socially relevant curriculum[14].

Inclusive education that combines digital literacy and interfaith dialogue has also been shown to improve learning quality and expand education [15]. Meanwhile, governance based on maqasid values, such as amanah (trust) and musyawarah (deliberation), strengthens institutional transparency and accountability [16].

Community engagement through social da'wah programs and cross-sector collaboration strengthens institutional legitimacy and supports sustainable, peaceful development [1].

### Evaluation and Implications

This framework is not only theoretical but also applicable. The evaluation was conducted by linking SDG indicators to the institutional functions of Da'wah. The results indicate that a strategic approach based on the maqasid (objectives of Islamic values) can serve as a model for sustainable and measurable Islamic institutional reform.

## 5. Comparison

The following is a Comparison section, compiled based on the results of the previous literature review and methodological framework. This section compares the strategic approach

of Islamic Da'wah institutions with other institutional models oriented towards SDG 4 and SDG 16, and demonstrates the advantages of integrating maqasid shariah into strategic management.

The transformation of Islamic Da'wah institutions toward achieving SDGs 4 and 16 can be compared with other institutional approaches, both secular and traditional. In a study by Purnomo et al. [17], university-based Islamic boarding schools in East Java implemented strategic management based on Islamic values such as *istiqamah* (consistency), *mashlahah* (community consultation), and *musyawarah* (deliberation), which significantly improved educational quality and institutional governance.

In contrast, the approaches of modern educational institutions such as Muhammadiyah and Nahdlatul Ulama demonstrate two distinct strategies: Muhammadiyah prioritizes efficiency and a science-based curriculum, while Nahdlatul Ulama emphasizes community participation and education based on the *pesantren* tradition [18]. Both approaches contribute to SDGs 4 and 16, but have not fully integrated maqasid shariah as an evaluative and transformational framework.

The model proposed in this study—the Strategic Maqasid Management Framework (SMMF)—offers a more holistic and measurable approach. Compared to conventional models that focus on administrative efficiency, the SMMF emphasizes:

- a. A balance between spirituality and institutional performance
- b. Evaluation based on maqasid values (*hifz al-din*, *hifz al-'aql*, *hifz al-nafs*, etc.)
- c. Community involvement as part of the strategic process, not simply as beneficiaries

In a global context, a study by Khan & Haneef [1] shows that the Islamic approach to the SDGs holds great potential, but lacks a strategic implementation framework. Therefore, the model proposed in this paper fills this gap by offering a framework that can be adapted by Da'wah institutions in various regions.

## 6. Conclusions

The transformation of Islamic Da'wah institutions toward achieving SDG 4 (quality education) and SDG 16 (peaceful and inclusive institutions) is not merely a development agenda, but an ethical and spiritual calling. This study demonstrates that a strategic management approach based on the maqasid sharia (Islamic principles) can bridge Islamic values and global demands, emphasizing the principles of justice, sustainability, and community participation. The Strategic Maqasid Management Framework (SMMF) model proposed in this study:

- a. Provides an evaluative framework that integrates spirituality and institutional
- b. accountability
- c. • Enables Da'wah institutions to measure performance not only administratively, but also ethically and socially
- d. Addresses the dual challenge of institutional modernization and the preservation of Islamic values.

In a global context, Islam has great potential to contribute to the achievement of the SDGs through instruments such as *zakat*, *waqf*, and values-based education. However, this

contribution will be more optimal if supported by a structured strategic management system based on maqasid (the principle of Islamic values). Therefore, this study recommends:

- a. Strengthening the capacity of Islamic Da'wah institutions in values-based strategic planning
- b. Integrating maqasid indicators into institutional Key Performance Indicators (KPIs)
- c. Cross-sector collaboration to expand the transformative impact of Islamic education

Thus, Islamic Da'wah institutions will not only become centers of education but also agents of social change that actively contribute to sustainable development and global justice.

## 7. Recommendations

Based on the results of the study and analysis, the following are strategic recommendations for Islamic Da'wah institutions to support the achievement of SDGs 4 and 16:

### 1. Revise Institutional Vision and Mission

Da'wah institutions need to review their vision and mission to align them with global challenges and the principles of maqasid sharia. The vision should reflect a commitment to inclusive education and equitable governance. Pramitha [11] suggests adjusting institutional visions to face the era of disruption and the new normal.

### 2. Integration of Maqasid Sharia into Performance Indicators

Developing Key Performance Indicators (KPIs) based on maqasid sharia can serve as an ethical and spiritual measuring tool in institutional evaluation. Putra[10] shows that integrating maqasid values increases institutional legitimacy and sustainability.

### 3. Strengthening the Inclusive Education Curriculum

Da'wah institutions need to develop curricula that integrate digital literacy, interfaith dialogue, and values-based learning. This directly supports SDG 4. Reference: Mahmud et al. [15] emphasize the importance of tolerance and multiculturalism education in the context of the SDGs.

### 4. Transparent and Participatory Governance

Implementing the principles of trust, deliberation, and justice in institutional decision-making will strengthen contributions to SDG 16. Beekun [19] suggests institutional strategies based on Islamic ethics to increase accountability.

### 5. Cross-Sector Collaboration and Global Partnerships

Da'wah institutions need to build partnerships with educational institutions, governments, and international organizations to expand their social and development impact. Reference: Khan & Haneef [1] emphasize the importance of partnerships in achieving the SDGs from an Islamic perspective.

### 6. Developing a Values-Based Evaluation System

Institutional evaluation systems should encompass spiritual, social, and sustainability dimensions, not just administrative aspect. Mukhtar et al. [20] suggest an evaluation approach based on Quranic verses and principles of social justice.

### Acknowledgments:

The author would like to express his deepest gratitude to all parties who have provided various assistance, both directly and indirectly. In this study, the use of AI tools has been included to help facilitate data search and compilation, as well as data analysis.

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