
Accelerating the Sustainable Development Goals (Sdgs) Program Towards the Interests of School Students in Madrasah

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Abstract

Objective: The main objective of this study is to find out whether the implementation of the Sustainable Development Goals (SDGs) Program can accommodate maximum services for students in madrasahs and to uncover the background of high interest in students attending madrasahs. **Theoretical framework:** Refers to the SDGs framework in education that emphasizes equal access, equality, and inclusive development, as well as an approach to educational services based on the religious vision of madrasahs. **Literature review:** The literature review includes previous studies that discuss the role of madrasah in social development, parental involvement in education, the relevance of SDGs to local education, and the influence of socioeconomic factors on student participation in madrasahs. **Methods:** Qualitative descriptive research through observation, documentation, and interviews at Madrasah Ibtidaiyah Ta'mirul Islam Surakarta, with data triangulation analysis. **Results:** The results of the study showed that students' interest in madrasahs was quite high, but not fully supported by their parents, especially related to the burden of financial responsibilities such as educational contributions and the cost of student activities. Nevertheless, the madrasahs studied have carried out their role as educational institutions that prioritize a good educational process and are well accepted by the community. **Implications:** These findings show the need for synergy between madrasahs, government, and society to support the implementation of the SDGs, ease the burden on parents, and strengthen the role of madrasahs as spiritual and social educational institutions. **Novelty:** This study highlights the relationship between SDGs implementation and student interests, as well as the challenges of parental support, with an emphasis on the power of the religious vision of madrasahs in providing inclusive and humanistic education.

Keywords: sdgs program, school interest, madrasah, education program, acceleration.

INTRODUCTION

The Indonesian nation has prioritized the education sector as a pillar for the Republic of Indonesia, namely learning to do, learning to know, learning to be, and learning to live together [1]. Since this republic became independent, the education sector has experienced ups and downs of improvement. Change and policy is one of the public service efforts towards the education process in society [2]. The hope that remains is to improve oneself through utilizing educational institutions to become a reference for society.

Efforts to improve the education sector in terms of qualified human resources [3], as well as the quality or qualities of credible educational institutions [4]. Efforts in the field of education, it is hoped that human resources will be superior, when faced with competition in society, to obtain superior students, there is also a need for adequate quality teachers and facilities, that fulfill and support the community's determination in the educational process.

Ahmad in Chemical Information of Modeling, said that quality is a general description and overall characteristic of a good or service which shows skills in fulfilling needs satisfaction by expectations or implied because the desired quality of education will not just happen or be achieved. Fulfilling adequate quality human resources, especially teachers, will certainly have an impact on changes and improvements in students, in all activities, both cognitive, affective, and psychomotor.

The United Nations (UN) through the SDGs (Sustainable Development Goals) program, then followed up by the Indonesian government, its efforts in development which are being implemented over 5 years, especially in the education sector. Teachers as central figures in the learning process, of course, have an approach that is expected in the process, among the hopes of achieving a good teaching process is that teachers must have a creative soul, carry out processes that are oriented towards students, teachers can provide stimulus to students/learners, teachers are also expected to have the appropriateness of contemporary material, be adaptive, and provide opportunities in the era of their time [5]. Thus, when a learning process has demonstrated good etiquette, the institution will also benefit by raising the quality standards of the institution, because the current quality standards of education are determined by government recognition/legality with the naming of "Accreditation" of the institution [6].

Educational institutions in Indonesia, are managed by the government, and handled by the community and the number is much larger. They (the community) are engaged in educational institutions with a name that is already common in the community, namely Madrasah. When the madrasah is managed by the wider community, of course, constructive support will also continue to carry out healthy screening, namely through institutional assessment, namely "accreditation". Parameters like this must be able to bring all those involved in the madrasah. How is the condition of the Madrasah in Indonesia now, has it met the standards has it not been standardized to meet the wishes of the government institutional accreditation agency, or is the madrasah running inadequately for the demands of the stakeholders expected. This is a challenge that we must solve together, where the Madrasah becomes a priority of shared attention, as the expected excellence [5].

Meanwhile, the teacher's demands are in view *Nicoll and Harrison (2003) have stated that in doing their job, good teachers are informed by: (a) how students learn, (b) a concern for students' progress, (c) a commitment to work with other teachers, (d) a tendency to approach students fairly and (e) reflection on their practice* [7]. Once the demands on teachers are so complete, of course, educational institutions must make the barometer balanced, when both have the same responsibility, namely to educate the nation. Teachers provide space for freedom to their students, through various fun learning models, while institutions provide the best service, in a country that is developing the education sector. For this reason, the role of Sustainable Development Goals in the field of Education is currently booming in society, especially education practitioners also play a big role in socializing, and realizing what is desired for the sake of improving the quality of Madrasahs.

Madrasah improvement is a priority to socialize and implement the Sustainable Development Goals program in the field of Education. Where SDGs can be in the form of BOS, Lazis, and educational assistance for achievement paths and other obstacles to the education process. For that, the aspect of input acceptance is very important when student funding is the main priority, for that when confirmed with the Sustainable Development

Goals program in the field of Education, it becomes a solution to eradicate education costs to be right on target [5][7].

Importance and Novelty of the Research. The implementation of the Sustainable Development Goals (SDGs) has become a global priority to ensure a better and more sustainable future for all. However, one of the crucial aspects that remains underrepresented is the integration of SDG values within the context of Islamic educational institutions, particularly Madrasahs. As educational institutions with a strong religious and moral foundation, Madrasahs play a vital role in shaping the attitudes, behaviors, and awareness of students toward sustainable development. Accelerating the SDG program in these institutions is not only essential but also strategic, as it directly impacts the future generation of Muslim students [5].

This research is important because it bridges the global SDGs agenda with the unique educational setting of Madrasahs, which often follow a curriculum distinct from mainstream schools. It addresses the need to contextualize the SDGs in a way that resonates with the values and teachings of Islamic education. Furthermore, by aligning the SDG program with the interests and needs of school students in Madrasahs, the initiative becomes more relevant, practical, and impactful. It promotes active participation of students in sustainable actions, enhances their critical thinking on global issues, and encourages them to become responsible global citizens while staying grounded in their faith [7].

The novelty of this research lies in its focus on acceleration—not merely integration—of the SDGs within Madrasahs. It proposes innovative strategies, pedagogical adaptations, and value-based approaches that are tailored to the Islamic educational framework. While many studies focus on SDGs in general education systems, few explore how Islamic institutions can take a leading role in advancing global development goals. This research offers a new perspective by positioning Madrasahs not as passive recipients but as active contributors to sustainable development, thereby expanding the global SDGs discourse into new, faith-based educational terrains.

LITERATURE REVIEW

The integration of Sustainable Development Goals (SDGs) into the educational framework has gained significant attention globally. As education is one of the key pillars of the SDGs, particularly Goal 4 “Quality Education” schools and madrasahs are increasingly recognized as strategic environments for fostering sustainable development values among young learners. In the context of madrasahs, which combine general education with religious instruction, implementing the SDGs represents a unique opportunity to align spiritual values with global developmental goals [7].

Madrasahs have traditionally focused on moral, spiritual, and academic growth. However, with the rising demand for holistic education that addresses not only academic excellence but also social responsibility, madrasahs are beginning to adapt their curricula and programs to respond to the SDGs. This adaptation involves integrating themes such as environmental awareness, gender equality, health and well-being, poverty eradication, and peace education within both religious and general studies [8].

Accelerating the SDGs in madrasahs necessitates a rethinking of teaching methods and school policies. Teachers play a crucial role in this transformation, as they must be trained not only in SDG content but also in student-centered, participatory approaches that promote critical thinking and active citizenship. Furthermore, school leadership must be committed to fostering a school culture that supports sustainability and inclusivity. Infrastructure development, such as ensuring clean water and

sanitation (SDG 6), renewable energy (SDG 7), and safe school environments (SDG 3), also plays a vital part in realizing these goals [5].

Students in madrasahs represent a demographic with immense potential. By addressing their interests and involving them in activities that relate to real-world challenges, SDG programs can become more engaging and impactful. Encouraging student-led projects, environmental clubs, social campaigns, and cross-disciplinary learning can inspire a sense of agency and responsibility. This also aligns with the broader aim of SDG 4.7, which emphasizes education for sustainable development, global citizenship, and appreciation of cultural diversity [8].

Nonetheless, challenges persist. Many madrasahs, especially in rural or underfunded areas, face limited resources, lack of teacher training, and minimal exposure to international development frameworks. To overcome these challenges, collaboration between governmental agencies, NGOs, and educational institutions is crucial. These partnerships can provide the necessary support, materials, and capacity building to integrate the SDGs meaningfully. In conclusion, the acceleration of SDG programs in madrasahs must be context-sensitive, student-focused, and aligned with the values of Islamic education. By doing so, madrasahs can contribute significantly to nurturing a generation of learners who are not only spiritually grounded but also socially conscious and globally responsible [8].

METHODOLOGY

This research was conducted at Madrasah Ibtidaiyah Ta'mirul Islam Surakarta. The research model is qualitative, the technique of determining informants is purposive, while the method used in disclosing data through interviews is carried out in-depth on the problems fundamentally and accurately, observations are frank and covert, and documentation is in the form of quantitative and qualitative data. Data analysis uses the miles and hiberman models [9].

The collected data were analyzed using the Hiberman and Miles model, namely data reduction, data presentation, and conclusions. The SDGs program was carefully implemented at the Madrasah Ibtidaiyah Ta'mirul Islam Surakarta correctly and transparently, in addition to being appropriate and on target by the Madrasah. Proven by the assistance in the form of BOS (School Operational Assistance) and Baznas assistance from the Ministry of Religion of Surakarta City [10].

The assistance is intended for students who are in arrears in payments set by the Madrasah. Thus, the reality at MI Ta'mirul Islam is that government assistance in the form of BOS and Basnas has not covered everything optimally, this does not mean that its implementation is not right, so the costs borne by parents should be paid periodically, but many parents are still in arrears or have not been paid continuously.

Qualitative research in Moleong's view [11], from notes through observation, interviews, and documentation, describes empirical reality as a reference for descriptive analysis of the implementation of BOS and Basnas funds. The efforts made by MI certainly unravel and resolve the problems of arrears that occur among students' guardians, from various backgrounds and responsibilities that are submitted to the Institution.

Table 1. Summary of Research Methodology and Key Findings

Component	Description
Research Location	Madrasah Ibtidaiyah Ta'mirul Islam Surakarta
Research Model	Qualitative research
Informant Selection Technique	Purposive sampling

Data Collection Methods	In-depth interviews (on fundamental and accurate issues) Frank and covert observations Documentation (quantitative and qualitative)
Data Analysis Model	Miles and Huberman model: 1. Data Reduction 2. Data Display 3. Conclusion Drawing
SDGs Implementation	Implemented properly, transparently, and on target at the madrasah
Assistance Sources	BOS (School Operational Assistance) Baznas (from the Ministry of Religion, Surakarta City)
Target of Assistance	Students with outstanding payments (arrears)
Financial Challenges	BOS and Baznas aid does not fully cover student needs; many parents are still unable to make regular payments
Empirical Reference	Observational notes, interviews, and documentation used for descriptive analysis of financial assistance implementation
Institutional Response	Madrasah makes proactive efforts to address and resolve arrears issues based on students' diverse family backgrounds

RESULTS AND DISCUSSION

Sustainable Development Goals Program Sustainable education, data on the quality of education in Indonesia is ranked 64th out of 120 countries worldwide based on the UNESCO Education for All Global Monitoring Report 2012. Meanwhile, based on the Education for All Development Index (EDI), Indonesia was ranked 57th out of 115 countries in 2015. In the latest report of the UN development program in 2015, Indonesia is ranked 110th out of 187 countries in the Human Development Index (HDI) with a score of 0.684. With that number, Indonesia is still behind two neighboring ASEAN countries, namely Malaysia (ranked 62) and Singapore (ranked 11) [12].

The data certainly leaves us thinking, related to the institution that handles the student education process, where we can see their role, in fact the enthusiasm of the community to get involved in handling the madrasah is very large, but it is not followed by parents to participate in handling financial administration, so that the institution experiences a pile of arrears from year to year, even though various approaches have been made by both parties, the hope is that handling SDGs can be done as well as possible, without experiencing drop out or dropping out of school. Handling arrears in institutions is urgent, in fact, it also carries out what is ordered or carries out Government Regulation Number 19 of 2005, namely 8 education standards [13], when all of that becomes a prerequisite for progress and quality, then when it is not managed accountably by the madrasah, it will give rise to new problems.

The SDGs program in the field of education at Madrasah Ibtidaiyah Ta'mirul Islam is funded by BOS (School Operational Assistance) assistance from the Surakarta City Government, and Lazis is funded by the Surakarta City Ministry of Religious Affairs [14]. The management of these funds is not fully able to accommodate the needs of the madrasah. This is proven by the large number of payment arrears from parents at the Madrasah [15].

The expectations of the Sustainable Development Goals include 2030 [16], ensuring that all girls and boys complete free and quality primary and secondary education that leads to relevant and effective learning outcomes. This context seems to be a challenge and solution to attract realization, whether the context is just a slogan when such a good idea is not explained in detail. Of course, it is not only the government that has directly handled State Educational Institutions with various approaches to assistance from various aspects. The distribution of government funds that are often applied by madrasahs and schools is the BOS (School Operational Assistance) fund [17]. *The sustainable development goals start with no poverty, touching all significant aspects of global concern like gender quality, sustainable economic growth, environmental preservation, climate action, and good health by addressing all countries* [18].

The sustainable development goals start with no poverty, touching all significant aspects of global concern such as gender equality, sustainable economic growth, environmental sustainability, climate action, and good health by addressing all countries. The sustainable development goals start from zero poverty, touching all significant aspects of global concerns such as gender quality, sustainable economic growth, environmental sustainability, climate action, and good health by addressing all countries.

The education process in madrasas is very important to implement, considering that madrasas are the nation's milestone in realizing religious development [19]. The existence of madrasahs is not only in recent times but has existed since the independence of this nation, although it was still in surau-surau, long before it became a formal institution as it is today. Madrasahs as a basic religious education for students who are institutionalized and developing rapidly in society [20].

The idea of Sustainable Development Goals (SDGs) in the field of education in Indonesia has been tried to be implemented by the government with various educational assistance or services. Among those that have been done are scholarships for students at the lower secondary level, as well as students of domestic and foreign universities. However, implementations like this sometimes have not reached the wider community, which is done by the government, however, this is a breakthrough that must be done, to improve education services to the community [21].

Various strict screening and selection, carried out by the government, are a good sign of the distribution and equalization of educational funding assistance for citizens. This kind of thing seems to also be obtained for students who are studying in madrasas throughout Indonesia, especially students who are less fortunate in terms of education costs. Such good attention needs support from all aspects of society and education practitioners in all educational institutions. Equitable education services are the direction implemented by the government aimed at 1. Increasing accessibility and quality of education, 2) improving the quality and facilities that support education, 3) improving education services, and 4) strengthening and developing moral or character education [22]. The government's educational assistance program was implemented through the Ministry of Education and Culture, and the educational process assistance is as follows:

KIP (Kartu Indonesia Pintar/ Smart Indonesia Card)

Educational assistance services in the form of the Smart Indonesia Card are provided to all students at primary and secondary education levels, namely those aged 6 - 12 years [23]. The service effort is expected for all students/learners when they are children who are considered to be of compulsory education age. Thus, such assistance services are considered very important to be distributed appropriately [24]. To obtain this service, the city government simultaneously requires residents to have a Family Card, Birth Certificate, Prosperous Family Card (KKS/SKTM - Poor Student Information Card), academic report cards, and receive a letter from the principal of each school in the form of assistance for Poor Students, PIP (Smart Indonesia Program) [25].



Figure 1. KIP (Kartu Indonesia Pintar/ Smart Indonesia Card)

PIP (Program Indonesia Pintar/ Smart Indonesia Program)

The Smart Indonesia Program (PIP) is a cash assistance program from the Indonesian government aimed at students from underprivileged families so that they can continue their education to a higher level [26]. This assistance is given to elementary, middle, and high school/vocational school students or equivalent who meet certain criteria, such as being registered in the Integrated Social Welfare Data (DTKS) or having a Smart Indonesia Card (KIP) [27].

The essence of the Smart Indonesia Program (PIP) assistance lies in the government's efforts to guarantee the right to education for every Indonesian child, especially those from underprivileged families [28]. This assistance is not just a provision of funds but is a form of the state's commitment to creating social justice in the field of education [29].



Figure 2. PIP (Program Indonesia Pintar/ Smart Indonesia Program)

BLT (Bantuan Langsung Tunai/ Direct Cash Assistance)

Direct Cash Assistance (BLT) is a government program that aims to provide social protection for the poor or vulnerable to poverty [30], especially during times of economic crisis or when there is an increase in the price of necessities. BLT is provided in the form of cash directly to people who have been registered in the official database, such as the Integrated Social Welfare Data (DTKS) [31].

The main purpose of Direct Cash Assistance (BLT) is specifically to ease the economic burden of people affected by crises, such as pandemics, inflation, or rising prices of necessities. BLT is designed to provide fast, precise, and direct assistance to vulnerable groups, such as poor families, daily laborers, and small business owners [32].



Figure 3. BLT (Bantuan Langsung Tunai/ Direct Cash Assistance)

BOS (Bantuan Operasional Sekolah) School Operational Assistance

School Operational Assistance (BOS) is a government program that provides direct funds to elementary and secondary education units to support school operational activities [33]. The main objective of BOS is to ease the burden of education costs borne by students and parents and to ensure that the teaching and learning process can take place properly. The essence of BOS implementation lies in equalizing access and quality of education throughout Indonesia [34]. With BOS funds, schools have flexibility in managing finances for needs such as purchasing stationery, and textbooks, maintaining facilities and infrastructure, and paying honorariums for non-PNS educators. This is a real manifestation of the state's role in guaranteeing equal educational rights for all citizens [35].



Figure 4. BOS (Bantuan Operasional Sekolah) School Operational Assistance

In the context of private schools, including those under the auspices of foundations, BOS funds act as an additional source of funding that helps with daily operations, such as providing learning tools, teacher training, and improving school facilities [36]. On the other hand, educational foundations also play a strategic role in managing and distributing the aid effectively, transparently, and by the needs of students [37]. Collaboration between the government and foundations through the BOS program reflects synergy in efforts to educate the nation's life and expand access to quality education for all levels of society. While educational assistance for students of Madrasah Ibtidaiyah, is from BOS and Basnas Surakarta City, this assistance is only incidental, so it is not budgeted permanently [38]. Of course, this kind of assistance is intended for students who have a lot of arrears in their madrasah. In this case, the Institution has the authority to select students who have difficulties in their financial administration [39].

The results of the study show that the madrasah has carried out its functions and duties regarding the assistance services provided by the city government through various types of educational assistance, carefully and thoroughly, and always disciplined in carrying out its duties. This report by the boss (school operational assistance) has carefully carried out its duties, distributed to all students, and contributed to connecting the role and implementation of government programs through Sustainable Development Goals (SDGs) by welcoming the existence of madrasahs and supporting the growth of madrasahs in the community [40].

In writing this article, the author took data from various sources of books, articles, and journals related to the discussion, so that the results of the collection of secondary and primary data will be analyzed by the author to clarify the discussion more concretely. The implementation of the Sustainable Development Goals (SDGs), especially the fourth goal, namely "Quality Education", has strong relevance to the development of education in Madrasah Ibtidaiyah.

Madrasah Ibtidaiyah, as a religious-based basic educational institution, has a strategic role in producing a generation that is not only intellectually intelligent but also has character and noble morals. Within the SDGs framework, madrasahs are expected to be able to

provide inclusive, equal, and quality access to education for all children, including those from disadvantaged, poor, or minority areas. Implementation of SDGs principles in Madrasah Ibtidaiyah includes improving the quality of teachers, strengthening the integrated curriculum between general and religious knowledge, and providing facilities and infrastructure that support active and enjoyable learning processes. This reflects a real commitment to achieving sustainable development goals in the education sector, especially in Islamic-based basic education institutions [41].

The urgent problem for implementing the SDGs program at MI Ta'mirul Islam Surakarta is to help ease the burden of parents who are experiencing financial administration difficulties, resulting in arrears in payments at the madrasah. This kind of solution is one form of handling and continuing education as part of the SDGs program promoted by the government. Such efforts are also the Attraction of Educational Institutions to attract the interest of the community to register and attend Madrasah Ibtidaiyah. Indeed, this kind of thing is a shared concern, both the government, educational institutions, and the community related to improving Human Resources in the field of education. As for the payment arrears, they can be categorized into 3, first, students who have graduated but still have administrative debts at the Madrasah. Second, students who transfer schools from the Madrasah Ibtidaiyah Ta'mirul Islam Surakarta to other schools, for various reasons. Third, students who are still active but have administrative debts at the Madrasah.

Addressing educational assistance arrears in schools requires synergy between schools, parents, the government, and related institutions. Arrears often occur due to delays in disbursing aid funds, administrative constraints, or the unstable economic conditions of students' families. To overcome this, schools need to conduct accurate and transparent data collection on students receiving assistance and strengthen communication with parents so that there is a shared understanding regarding the solutions and policies taken. On the other hand, the government is also expected to accelerate the process of disbursing aid funds such as PIP or BOS, as well as opening channels for complaints and assistance for schools experiencing technical obstacles. This collaborative approach is important so that students' rights to education are not disrupted by financial problems that are administrative or structural.

Table 2. Summary of Key Findings

Aspect	Details
Research Title	Accelerating the SDGs Program Towards the Interests of School Students in Madrasah
Author	Muhammad Yasin (Universitas Nahdlatul Ulama Surakarta)
Research Location	Madrasah Ibtidaiyah Ta'mirul Islam Surakarta
Objective	Examine how SDGs implementation can support madrasah students and uncover reasons behind student interest in madrasahs
Methodology	Qualitative (Interviews, Observations, Documentation); purposive sampling; Miles & Huberman model for analysis
Key Findings	High student interest in madrasahs Financial burden on parents leads to payment arrears Government aid (BOS, Baznas) helps but is insufficient
Types of Assistance Discussed	BOS (School Operational Assistance) PIP (Smart Indonesia Program) KIP (Smart Indonesia Card) BLT (Direct Cash Assistance)
Challenges Identified	Limited financial capacity of parents Incomplete government aid coverage Infrastructure and teacher training gaps
Categories of Arrears	1. Graduates with unpaid dues 2. Transferred students 3. Active students with debts

SDGs Focus	Primarily Goal 4: Quality Education; includes equity, inclusiveness, moral development
Impact	Madrasahs contribute significantly to SDGs through religious and moral education, but require stronger support systems
Recommendations	Strengthen collaboration among schools, parents, and government Provide permanent educational assistance funding Improve administrative and financial transparency
Novelty	Emphasis on accelerating SDG integration in Islamic schools through religious and value-based approaches
Conclusion	Madrasahs can serve as active agents for sustainable development; financial and systemic barriers must be addressed to optimize their impact

Analytical Review. The study conducted at Madrasah Ibtidaiyah Ta'mirul Islam Surakarta provides a critical insight into how the Sustainable Development Goals (SDGs), particularly Goal 4 on Quality Education, are being implemented at the grassroots level. It highlights both the achievements and ongoing challenges faced by madrasahs in their mission to deliver inclusive and equitable education while accommodating the socio-economic conditions of students and their families.

A core finding of the study is the persistent issue of student financial arrears, which continues to burden the institution despite government aid through BOS (School Operational Assistance) and support from BAZNAS (National Amil Zakat Agency). While the SDG-aligned assistance mechanisms are well-intentioned and partially effective, they do not yet comprehensively address the financial barriers that prevent students from fully participating in education. This is a systemic issue that reflects broader disparities in access and support for marginalized communities.

The research also shows that student interest in madrasah education remains high, indicating strong cultural and spiritual attachment to religious schooling. However, the limited financial capacity of many families diminishes the benefits of this interest. The disconnect between community enthusiasm and parental financial support presents a major hurdle to maximizing the potential of the SDGs in education. The qualitative methodology based on interviews, observations, and documentation provides depth and authenticity to the findings. The study identifies three categories of student arrears: those who have graduated but have outstanding dues, those who have transferred schools, and active students with ongoing financial burdens. Each category demands a different policy intervention to ensure continuity in education and accountability in administration.

One of the study's strengths is its clear connection between madrasah education and national development goals. Madrasahs are not merely religious institutions but serve as critical sites for nurturing moral, academic, and civic responsibility in students. Their dual role makes them ideal platforms for promoting sustainability, inclusiveness, and character education as envisioned in the SDGs. However, the research also uncovers gaps in infrastructure, teacher training, and policy execution. It argues for stronger collaboration between government, schools, and society to address these limitations. For example, more consistent financial support, clearer technical guidelines for fund distribution, and a permanent budget for student assistance could significantly improve SDG outcomes.

Importantly, the study does not treat madrasahs as passive recipients of aid but as active agents of educational transformation. The institution studied has shown commendable administrative discipline, transparency, and alignment with SDG goals despite its resource limitations. This suggests that with enhanced support and strategic partnerships, madrasahs can become leading examples of sustainable education models in Indonesia. In conclusion, the study reveals both the promise and complexity of accelerating the SDGs in madrasahs. While community interest is high and institutional efforts are commendable, sustained government commitment and policy refinement are essential to overcome financial and systemic barriers, ensuring every child's right to quality education.

CONCLUSION

The implementation of the Sustainable Development Goals (SDGs) at Madrasah Ibtidaiyah Ta'mirul Islam Surakarta has demonstrated commendable progress. The institution has shown strong accountability and commitment by regularly submitting annual reports under the supervision of the municipal inspectorate. This consistent reporting mechanism not only ensures transparency but also prevents the potential misuse of educational funds at the madrasah level. The SDGs-related programs at MI Ta'mirul Islam are aligned with technical guidelines provided under the BOS (School Operational Assistance) and Lazis frameworks, enabling the institution to address issues such as student payment delays through targeted financial assistance. One of the most notable outcomes of the SDGs program is the growing public interest in Madrasah Ibtidaiyah education. This reflects the community's trust in the madrasah's ability to deliver quality education grounded in religious values while also adhering to the national curriculum. The balanced integration of spiritual and academic learning makes madrasahs attractive educational options, especially for families seeking holistic development for their children. However, despite these achievements, the financial sustainability of madrasahs like Ta'mirul Islam remains a critical concern. The institution must manage its operational funds with exceptional care, particularly because its funding sources are not derived from self-sustaining business ventures. This financial fragility highlights the importance of consistent and sufficient support from government aid programs to maintain educational quality and student access. In a broader context, the study underscores that the SDGs in education serve as a strategic response to community needs and governmental educational policies. The goals are designed not just for national-level planning but also for local institutions to implement them meaningfully and effectively. The successful alignment between government initiatives and the operational growth of madrasahs—both in urban and rural settings—demonstrates that these religious-based schools can serve as active contributors to sustainable education. In conclusion, Madrasah Ibtidaiyah Ta'mirul Islam Surakarta offers a valuable model for SDGs integration in faith-based education. With continued government support, community involvement, and careful financial planning, such institutions can play a pivotal role in realizing the vision of inclusive, equitable, and quality education for all—fulfilling not only national educational goals but also global development aspirations.

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Author Contribution

The author is solely responsible for the conceptualization, design, data collection, analysis, and writing of this research article. All stages of the study, from the fieldwork at Madrasah Ibtidaiyah Ta'mirul Islam Surakarta to the synthesis of findings and the drafting of the final manuscript, were carried out independently by the author as part of an academic commitment under the Faculty of Islamic Education, Universitas Nahdlatul Ulama Surakarta.

Conflicts of Interest

The author declare no conflict of interest.

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