

SUSTAINABLE DEVELOPMENT PARADIGM IN ISLAMIC PERSPECTIVE: CHALLENGES AND OPPORTUNITIES IN EDUCATION IN DEVELOPING COUNTRIES

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Abstract: Economic development has undergone a significant paradigm shift, moving from a sole focus on economic growth to a more inclusive and sustainable approach. This study aims to analyze the role of education in supporting sustainable development, particularly in the context of developing countries, from an Islamic perspective. The research method involves a comprehensive literature review, utilizing secondary data sourced from previously published references and studies. This study identifies challenges faced, such as limited infrastructure, the quality of human resources, and unequal access to education. On the other hand, sustainable education offers opportunities to enhance skills, social awareness, and environmental responsibility. The principles of Islam in sustainable development provide a more just and sustainable framework, emphasizing the balance between economic, social, and environmental needs. The findings of this research are expected to offer in-depth insights into the integration of sustainable development paradigms within Islamic education and contribute to the development of more effective and responsive educational policies that address the needs of communities in developing countries.

Keywords: Sustainable development, challenges, opportunities, developing countries.

Introduction

History of thought development economy has experience various change paradigm, start from focus on growth economy solely until going to draft more growth inclusive. Change This covers paradigm like growth with distribution, development oriented towards needs basic, development independent, development sustainable, as well as development that pays attention to inequality income based on ethnicity and gender, including role Woman in Development, until Islamic paradigm for carry out development (Harahap, 2018)

Paradigm own a very important role in to form concept and implementation economy development. Basically paradigm is A science who speaks about method view or perspectives that influence how a entity in behave, understand and overcome problem. In addition, the paradigm can interpreted as gathering assumptions, concepts, values, and practices used For understand reality in a community, especially in context discipline knowledge certain. (Puteri, 2020) Difference paradigm This Can produce different approaches and development models. For example, a a paradigm that emphasizes growth economy Possible will more focus on investment and infrastructure, while a paradigm focused on sustainability Possible will more put forward aspect environmental and social. (Siregar, 2022)

In the context of developing countries, development in the country reflect change significant paradigm. (Fernando, 2023) This is often colored by complex challenges, such as poverty, inequality social, and limited access to education and technology. Changes This No only change

face economy, but also creates dynamics new in life social society. With the switch focus from agriculture to industry and services, emerged opportunity new for jobs, innovation, and growth. This is step important for developing countries in chase progress and improve quality life its citizens. (Asriadi, 2024)

Sustainable development has become an increasingly global issue urgent, especially in developing countries. The concept this No only covers aspect economic, but also social and environmental, which aims for fulfil need generation moment This without sacrifice ability generation upcoming for fulfil need them. Then the presence economy development of Islam is very important. It provides a better alternative in accordance with values and needs society, and offer more solutions fair and sustainable. (Siregar, 2022) With blend sharia principles with need sustainable development, Islam teaches importance balance between worldly life and the hereafter as well as not quite enough answer man as a caliph on earth. This is reflect commitment For guard environment, promoting justice social, and ensure growth an inclusive economy. Although thus, developing countries often face challenge big in apply principle development sustainable. Limitations source power, lack of infrastructure adequate, and challenge social and political can hinder implementation effective policies.

In an Islamic perspective, education should covers teaching moral and ethical values, as well as deep understanding about connection man with environment for example, utilization digital technology can open more access wide to education and information, (Lundeto, 2023) Therefore there it is opportunity big For integrate paradigm development sustainable in curriculum Islamic education with hope capable jack up inclusive and sustainable growth However, the challenge like resistance to change, lack of infrastructure supportive education, and limitations source power man become barrier in achievement objective this .

See challenges and opportunities this is important for explore how paradigm development sustainable can integrated to in system education in developing countries, especially from corner Islamic perspective. Research this aiming for analyze role education in support development sustainable, as well as challenges faced in its implementation as well as for understand how islamic principles can give relevant solutions. (Selawati, 2022) With approach this, it is expected can obtained more insight deep about how sustainable and inclusive development can realized in the era of globalization, so can increase quality life public in a way overall. In the context of this, research this will discuss various aspect related paradigm development sustainable in islamic perspective, analysis existing challenges, as well as identification opportunities that can optimized. With comprehensive understanding is expected can give contribution for development more policies effective and responsive to need communities in developing countries. (Lundeto, 2023).

Literature Review

Sustainable Development Paradigm

Draft development sustainable start known wide after introduced by the Commission Brundtland was led by the Prime Minister of Norway, Gro Harlem Brundtland, from October 1984 to March 1987. The results of commission This is the book " *Our Common Future* ," published by *the World Commission on Environment and Development (WECD)* in 1987. At the meeting This produce 2 pieces revolution in the field development national which confirms that development economy should can synergize with development environment, and create desired prosperity. Economic development can increase income national, which in turn give the country the ability for guard environment so as not to damaged. On the other hand, a healthy environment will support life humans and creatures life others, and capable support development. (Suparmoko, 2020)

According to Emil Salim, development sustainable is a process that optimizes use source power nature and humans with align both of them in context development human. While that,

Sofyan Effendi defines development sustainable as a process that utilizes source available power, directing investment, development technology, and change institutional in a way harmonious, with consider potential moment this and the future for fulfil need as well as aspiration public. (Veronica, 2022)

Paradigm this put forward approach purposeful development for fulfil need generation moment This without sacrifice ability generation furthermore in fulfil need they. Paradigm this emphasize importance create balance between growth economy, sustainability environment, and social justice, which aims speed up rate growth economy followed with to preserve source Power nature, reduce footsteps ecological, and empowering public. (Amsari, 2024) Paradigm This confess that healthy and sustainable environment is key important For welfare term long. Therefore that, every policies and actions taken must consider impact economic and social to environment as well as source power nature. With approach this, we no only focus on needs moment this, but also invest for creating a better future good for generation upcoming. (Amsari, 2024)

Sutamihardja (2004) in research conducted (Veronica, 2022) define objective from development sustainable, as following:

- a. Equality results development between generation it means to consider limitations reasonable in utilization source power natural in mastery ecosystem or environment, as well as focus on sources power nature that can updated and minimized use source power nature that is not can updated.
- b. Ensure sustainability source power existing nature and environment as well as prevent change ecosystem, and ensure quality good life for generation upcoming.
- c. Utilization and management source power natural must directed for growth sustainable economy, with objective for leveling utilization source power natural between generation, as well as guard welfare man moment this and in the future.
- d. Preserving benefit from development or management source power nature and environment are very important for ensure effect sustainable positive between generation.
- e. Preservation quality life man must done so that the generation upcoming can life in accordance with its habitat.

Islamic Perspective on Sustainable Development

Islamic economic development is more focus on development source power the human being as well as empowerment natural in a way more deep for increase dignity and honor man. (kasim, 2024) Islamic perspective in development sustainable emphasize principles that are in line with sharia teachings, with focus on balance between need economic, social and environmental. Islam as a comprehensive religion arrange all aspect life, including in context sustainable national development.

Principles underlying the state and sustainability in islamic economics focuses on justice and balance, which can become solid foundation for face challenge economy. One of the matter important things to do be noticed is management source power natural with wise. Source Power natural considered as grace from Allah *Subhanahu wow Ta'ala* is the one who must managed with full not quite enough answer. In the Islamic view, humans own right for have and utilize source power nature, but matter this must done with limitations and responsibilities moral responsibility. Therefore that, management source power must based on Islamic principles that respect rights generation coming and keeping balance environment. (Asriadi, 2024)The principles are development economy according to Islamic perspectives include: (kasim, 2024).

- a. Economic development is balance from various factors so that No cause gaps and activities business is multidimensional.

- b. In Islamic teachings, growth and development economy own comprehensive nature as well as contain moral, spiritual and material elements.
- c. Focus main development is environment cultural man.
- d. Islamic teachings show that development more emphasis on utilization source power in a way maximum to anything that has been done given by God to all over people humans and all coverage its environment .

A ecosystem can considered sustainable If there is balance between productivity source Power nature, disturbances that occur, and methods man take advantage of it. Balance this is very important for guard health ecosystem, which can threatened by various activity humans. For example, pollution environment including water, land and air pollution as well as practices damage like logging wild forest and mining illegal, can cause significant damage. In addition, the burning massive forest can trigger disaster like flood and land landslide, reduce production oxygen, and eliminate habitat for Lots creature live. All This potential leading to extinction species in a way permanent. Therefore that's important for man for act in a way responsible responsible and sustainable in management source power nature, so that the ecosystem still balanced and able support life on earth For generation upcoming. (Humaida, 2020).

Method

Study this use approach descriptive qualitative, which allows researcher for to study phenomenon in a way in-depth and descriptive existing conditions. Research methods This involving study comprehensive literature. In terms of this, the data used nature secondary, taken from references and results study previously that has been published, so that give solid foundation for analysis. Data sources include work scientific, articles journals, books, encyclopedias, and other relevant documentation with problem research. With use method *Literature Review Study*, researcher will explore and evaluate various source the for identify patterns, trends and gaps in research that has been done there is. Through approach this, researcher try For collect and analyze diverse information, which in turn will produce relevant and useful findings. With thus, the results from study this expected can give contribution significant to development theory and practice in field development, as well as become reference for study furthermore.

Result and Discussion

Education in Sustainable Development Paradigm

Education plays a role a very important role in achieve the Sustainable Development Goals (SDGs) overall. Continuing education appear as purposeful paradigm for fulfil need generation moment this without sacrifice need generation upcoming. (Dharmawan, 2023) Draft This in line with principle development sustainable that integrates three dimensions main: economic, social, and environmental. From the perspective view economy, education sustainable focused on development relevant skills and knowledge with job market demands moment this and in the future. This includes training that prepares individual for adapt with change technology and dynamics industry, so that they can compete in a way effective in the global market.

In dimension social, education sustainable play a role in to plant universal values, such as justice, equality, rights basic humanity, peace, and democracy. This is important for to form individuals who do not only own intelligence intellectual, but also awareness high social, so that they can contribute to a better society inclusive and harmonious. While from perspective environmen, education sustainable aiming for grow awareness ecological and encouraging pattern friendly life environment. This includes teaching about importance guard sustainability source Power nature and reduce impact negative to environment, so that generation upcoming can inherit a healthy planet. (Milasari, 2024)

Continuing education integrate dimensions economic, social and environmental or empower participant educate, prepare they face global challenges, and creating a better future. fair and prosperous. In developing countries, education sustainable offer opportunity for equip generation young with relevant skills, such as economy green and justice social. However, the challenges like limitations source power, infrastructure, and teacher training can hinder effective implementation. If the challenge this can overcome through collaboration between government, sector private, and community, education sustainable can become key for create adaptive and innovative society. This education no only tool for reach objective economy, but also the foundation for development social and environmental sustainability in developing countries.

Challenges of Education in Developing Countries

Education is foundation important in development a country, plays a role crucial in increase quality live and prepare future generations. However, in developing countries, the challenges faced in sector education is very complex and diverse. Limitations source power, infrastructure that is not adequate, and inequality access become a number of issue the main thing that hinders progress education in these areas. In the context of this, many developing countries still fight for provide quality education for all over its citizens. In various areas, especially in rural areas, facilities education often far from expected standards, with lots schools that lack qualified teachers, books, and equipment help learning. This is cause significant gap in achievement academic between various group society, which ultimately impact on potential development economic and social. In addition, the challenges education in developing countries is also influenced by factors external like conflict, change climate, and crisis economy. All This create the situation is getting worse difficult for educators and students. Therefore tha's important for understand and identify challenges this is so that you can formulate effective strategies in increase quality education and ensure more access Good for all. Here Challenge education in developing countries:

a. Limited Facilities and Infrastructure

One of challenge in the world of education which is often found in developing countries is not enough adequate facilities and infrastructure school. The importance of procurement complete facilities is one of factor supporter mature skills from participant educate to be able compete to development technology. The rapid development technology demand attention Serious to facilities and infrastructure education that must be prepared with careful and sustainable for ensure smooth learning process teaching. However, in reality, the facilities and infrastructure education in schools in Indonesia, especially in the regions isolated, still not optimal. Many areas in Indonesia, especially in rural areas, have not own adequate facilities, different far with area urban areas that have facilities and infrastructure which are more good. Difference significant This cause education in rural areas is very limited If compared to with education in urban areas. (Nursafa, 2021)

Condition inadequate facilities and infrastructure good really influences the learning process teaching. Nowadays, many facility education that is not adequate, such as building leaky class, bench damaged school or no sufficient, waterlogged fields, lack of books in the library, as well as limitations in use technology and information. When the facilities school No adequate, thing This will hinder the learning process ongoing teaching, detrimental students and teachers.

In research conducted by(Sumual, 2023) consequence limitations infrastructure in fulfil objective education related with size and density class, environment learning and technology education, as well as implications equality can influence development participant educate. Schools in Finland, which are known have one system education best in the world according to the Assessment Program Student International (PISA), has an average of 195 students, with around 19 students per class. The Finnish Ministry of Education believes that potential every student need

optimized with give directions proper and educational education they in group small. This strategy strengthen connection between teachers and students, as well as between schools and communities, and improve commitment all stakeholders interest to education. Various data from the whole world shows that teaching in group small bring Lots benefits, including improvement results Study.

b. Quality Human Resources

Training periodic for teachers no only increase skills teaching them, but also provide impact great understanding and interest student to the material being taught. This creates environment learn more effective and attractive, which contributes to increasing performance academic students. Some implications from teacher training including improving method teaching, where the teacher routinely follows training tend more skilled in apply method interactive and innovative teaching, such as learning based on project, learning collaborative, and use technology in teaching. In addition, training also deepens teacher's understanding of the material they teach, so that they can convey information with a better way interesting and effective. Besides that, training support development skills pedagogical, such as management class, technique motivation, and fair assessment as well as effective. Trained teachers more capable to awaken motivation and interest study among students, who in turn increase performance academic them. In terms of impact term long, investment in training for teachers to have significant implications, because students taught by trained teachers tend more capable develop skills Study independent, thinking critical, and ability breakdown important issue, no only for success academic, but also for success in the future. This is in a way direct influence readiness they for continue to college height and career professional (Faridli, 2024)

Developing countries face various challenge special in sector education, including limitations source power, infrastructure that is not adequate, and gaps social economy. Problems this need focused research for fulfil need specific to each country and for bridge gap education with developed countries. Southeast Asia, which includes countries such as Indonesia, Thailand, Vietnam, Malaysia, and the Philippines, is diverse areas with various level development economy, system education, and infrastructure. In addition, developing countries often face problem related force work, such as aging population, increasing ratio dependency , and low level participation in force work . (Supriadi, 2023)

Education emerges as a development strategy that is almost not refuted for overcome a number of form gap social, political, economic and geographical in low-income countries low and medium. (Zulyanto, 2022)Islamic education faces various challenge serious consequence impact negative from globalization, including issue culture, ethics and morals that emerge along with progress technology in the field transportation and information. Fierce competition in the world of work is also a constraint for graduate of Islamic education, plus with results survey international which shows that quality education in Indonesia is still low, even be in position lowest compared to with neighboring countries. (Lundeto, 2023)In addition, low social capital, including lack of trust in society, worsening condition Islamic education. There is three aspect main challenges faced: structural, cultural, and resource power human. In terms of structurally, the ministry of religion is experiencing limited funds that impact on facilities and infrastructure education, as well as management of funds affected by the Act Regional Autonomy that moves not quite enough answer to government area. In the aspect of cultural, institutions Islamic education, especially Islamic boarding schools and schools base as well as medium, frequent considered as “second class” institutions, which influence choice public for send children they to institution said. Perception This caused by the lack of qualified teachers and adequate facilities. In addition, the lack of source over humans, especially in number and quality of teachers in the eyes lesson base like Mathematics and Science, providing impact significant to quality graduate of Islamic education.

Therefore that, it is necessary there is effort for increase quality Islamic education through increase funds, improvements image institutions, and additions amount power professional and competent teachers (Lundeto, 2023).

Opportunities in Developing Countries

Islamic education functions as a development process man in a way macro that includes a number of stages, such as cultivation, development faith and piety (imtak), and coaching knowledge knowledge and technology (iptek). In line with that, Islamic education in development source power man in a way micro involves the process of knowledge transfer, methodology transfer, and value transfer. In addition, every Muslim needs to realize and believe fully that the truth of Islam as method life reflected in values the basis contained in the holy book Al-Qur'an as revelation from God. (Selawati, 2022) In the context progress modernization, development must based on the principle that God created all over natural with truth, not falsehood, as written in surah QS. An-Nahl verse 3 reads:

خَلَقَ السَّمَاوَاتِ وَالْأَرْضَ بِالْحَقِّ ۚ قُلُوبٌ غُلِيَّةٌ ۚ عَمَّا يُشْرِكُونَ

Meaning: "He created Heaven and earth with the truth Mahatinggi Allah from what are they cooperation"

وَمَا خَلَقْنَا السَّمَاءَ وَالْأَرْضَ وَمَا بَيْنَهُمَا بَاطِلًا ۚ ذَٰلِكَ ظَنُّ الَّذِينَ كَفَرُوا فَوَيْلٌ لِلَّذِينَ كَفَرُوا مِنَ النَّارِ

Meaning: "We don't create heaven and earth as well as what 's in between both of them in a way in vain. That's it. the opinion of those who are kufr. So, woe to those who disbelieve because they will enter hell "

The presence education Islam expected capable give change in a way appropriate sense, morals and etiquette with mark teachings Islam. In its application Islamic education has significant opportunity for increase its function and role in society, including through improvement competition, development institutions, and cooperation. However, the challenges faced Islamic education today This covering various aspect life, like economic, political, social and cultural, which require democratic, transparent, just, honest, trustworthy, humane and modern implementation, in accordance with with draft public civil based on the Qur'an and the Sunnah of the Prophet. In the context of this, education, especially Islamic education, can become approach effective for oppose influence globalization, because decline a nation often related close with condition education that is applied. With religious education, it is hoped participant educate can develop good personality, forming soul that leads to a more intimate relationship near with God, and reach happiness in this world and the hereafter. In addition, religious education also plays a role important in to form awareness self participant educate as a servant of Allah and caliph in the world, so opportunity Islamic education can captured and exploited For prepare a competitive and integrated generation, capable face future challenges. (Selawati, 2022)

Approach For face influence globalization can done through education, in particular Islamic education. This is due to the fact that decline a nation often influenced by quality education that is applied. Through religious education, it is hoped participant educate can develop good personality, with objective to form soul man going to greater perfection near with God, and to achieve happiness in the world and the hereafter. In addition, religious education is also expected can build awareness self participant educate as a servant of Allah and caliph on earth this (Lundeto , 2023). In facing the era of globalization and to create source Power quality human being is important for

designing development strategies education. Some strategies are necessary under consideration among others:

- a. Give priorities in the planning model education that involves participation society, based on evaluation needs and characteristics society, which is matter crucial.
- b. Positioning government no as mover, decider, and ruler education, but as catalyst, facilitator, and empowerer public.
- c. Strengthen focus education with adjust it for fulfil need community, stakeholders interests, markets, and competitors.
- d. Optimizing utilization source power external through outsourcing, with involving various potential source power in the learning process, including institution education, institutions society, companies/industry, and other institutions that have attention to education .
- e. Strengthen network cooperation and partnership with various party, both institution government and also non-governmental, as well as institution domestic and foreign.
- f. Growing perception positive in society as community that has interest Study high and committed for learning throughout life.
- g. Optimizing utilization technology information in the institution formal, informal and nonformal education, for access info.

Conclusion

Education in developing countries face various complex challenges, including limitations infrastructure, quality source power humans, and gaps social economy. Limitations facility education, especially in the regions isolated, hindering the learning process teach and contribute to the gap academic. In addition, training that is not adequate for teachers results in lack of skills effective teaching, which has an impact on motivation and interest students. In the middle challenge this Islamic education emerged as potential solutions, offering approach holistic for development character and knowledge in accordance with religious values. With designing development strategies education that involves participation society and utilization technology, as well as strengthen cooperation and networking, it is expected education can increase quality source Power human and prepare competitive and integrity generation. In the context of globalization, education play a role important in build awareness self as a servant of Allah and caliph on earth, as well reach happiness in this world and the hereafter.

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