



Challenges and Opportunities of Islamic Education Teachers in Supporting SDG 4

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Abstract

Islamic Education teachers play a strategic role in supporting the achievement of Sustainable Development Goal 4 (SDG 4), which focuses on quality education, through character building, the cultivation of moral values, and the holistic development of students. Amid increasingly complex social, cultural, and technological transformations, these teachers face various challenges in promoting inclusive, equitable, and quality education. This article aims to analyze the challenges and opportunities faced by Islamic Education teachers in contributing to SDG 4 through a literature-based study. This study employed a qualitative approach using content analysis of ten relevant scholarly articles published between 2019 and 2026. The data were analyzed through reduction, categorization, interpretation, and synthesis. The findings revealed four major challenges: low student learning motivation, negative social and digital influences, the dominance of cognitively oriented learning practices, and limited collaboration among schools, families, and communities. Four key opportunities were also identified: strengthening teachers' roles as role models, integrating character education into learning processes, utilizing digital technology as an educational medium, and fostering positive school cultures grounded in religious values. These findings suggest that strengthening the pedagogical, professional, social, and personal competencies of Islamic Education teachers is essential to promoting quality, inclusive, character-based, and sustainable education in line with the objectives of SDG 4.

INTRODUCTION

Islamic education is fundamentally concerned not only with developing students' cognitive abilities but also with cultivating strong character and an excellent personality grounded in Islamic values (Maidugu & Sadeeq, 2024). From an Islamic perspective, the purpose of education extends beyond intellectual achievement to fostering individuals who are faithful, pious, honest, responsible, and possess exemplary personal qualities (Pascale & Ohlson, 2020; Robles, 2012). Therefore, the development of an excellent personality is one of the primary goals of education and should be internalized throughout the learning process, particularly through Islamic

Education. An excellent personality is reflected not only in an individual's understanding of religious teachings but also in their ability to apply moral, social, and spiritual values in everyday life (Yuniartin et al., 2024).

In formal education, Islamic Education teachers play a strategic role in shaping students' personalities. They serve not only as providers of religious knowledge but also as educators, mentors, motivators, facilitators, and role models whose conduct guides students' behavior. Teacher role modeling is one of the most effective educational instruments because students tend to imitate the attitudes, behaviors, and habits demonstrated by their teachers (Kim & Burić, 2020; Tohet & Nuraini, 2026; Zulkarnaini, 2022). This is consistent with the Islamic educational concept of *uswah hasanah* (exemplary conduct), which is regarded as a fundamental approach to education (Farida & Zuhairi, 2025; Sofia & Sari, 2018). Accordingly, the success of efforts to develop students' personalities is strongly influenced by Islamic Education teachers' ability to integrate moral, spiritual, and social values into classroom instruction and school life.

Previous studies have demonstrated that Islamic Education teachers play a significant role in shaping students' personalities by guiding them in internalizing character values and applying them in daily life (Mulyawati et al., 2024). This role is further reflected in teachers' ability to foster students' discipline, responsibility, and integrity through exemplary behavior (Febriani et al., 2022). Consistent reinforcement of religious practices also contributes to the development of positive character and personal qualities, particularly when teachers demonstrate these values consistently both inside and outside the classroom (Dagyar et al., 2022).

Beyond role modeling, comprehensive educational strategies are necessary to strengthen students' personalities and religious character. Advice and habituation can serve as effective approaches to cultivating religious values, while integrating religious activities into Islamic Education can further reinforce students' character development (Mulyani & Rostini, 2026). These efforts can be strengthened through collaboration between teachers and parents, which plays an important role in supporting students' personality development, as well as through a religious school culture that promotes the internalization of moral and social values in daily life (Salamah et al., 2026; Tambak et al., 2021). Nevertheless, teachers must also respond to contemporary challenges arising from technological developments and social environmental influences, which may affect their efforts to foster students' personalities in the modern era (Jaafar et al., 2025; Kassymova et al., 2025; Tadol et al., 2025).

Despite this body of evidence, educational practice often remains oriented toward cognitive achievement, while character development and the cultivation of an excellent personality receive comparatively less attention. Persistent issues such as bullying, poor social media etiquette, declining respect for teachers and parents, and other forms of student misconduct indicate a gap between the ideals of education and actual practices. This situation highlights the importance of strengthening the role of Islamic Education teachers as key agents in developing students' personalities through role modeling, habituation, and sustained character education. It also bears directly on Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

To map the existing research landscape, a bibliometric analysis was conducted using VOSviewer on 19 documents retrieved from Scopus. The search combined the terms "teacher" (all fields), "Islamic Education," and "SDG 4" (article title, abstract, and keywords) using the Boolean operator AND, covering publications from 2020-2026. Figure 1 presents the overlay visualization of keyword co-occurrence. The map shows that "Islamic education," "character education," and "moral education" are the largest nodes, indicating that these themes have received the most scholarly

attention. The yellow color of most nodes shows that topics such as “Islamic boarding schools,” “education policy,” “artificial intelligence,” and “anti-corruption education” have emerged mainly in recent years, reflecting growing interest in the contextual and technological dimensions of Islamic and character education. In contrast, green nodes such as “education quality” and “sustainable development goal” appear to represent earlier and less developed links between Islamic education and the SDG agenda. Notably, only 19 documents address the intersection of teachers, Islamic education, and SDG 4, and the map displays no prominent terms related to “personality development” or “challenges and opportunities.” This indicates that the connection between Islamic education, character education, and SDG 4 remains limited and fragmented.

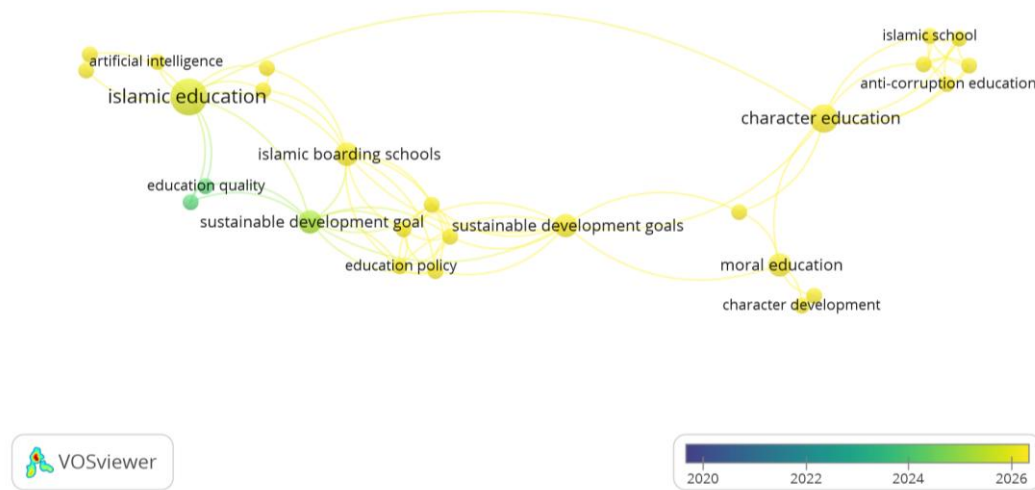


Fig 1. Overlay visualization of keyword co-occurrence on Islamic education, character education, and Sustainable Development Goals (2019–2026)

These findings indicate that most previous studies have focused on the role of Islamic Education teachers in developing students’ character or moral values within particular educational institutions. Such studies generally describe instructional strategies or assess the effectiveness of individual programs in isolation, without integrating findings from diverse educational settings. Few studies have synthesized existing evidence to provide a comprehensive analysis of the challenges and opportunities faced by Islamic Education teachers in fostering students’ personalities as part of efforts to support SDG 4. Consequently, a gap remains between the demands of quality education, which emphasizes students’ holistic development, and the implementation of character education, which continues to prioritize cognitive outcomes.

The novelty of this article lies in its synthesis of previous research on the challenges and opportunities faced by Islamic Education teachers in developing students’ personalities through a literature review employing content analysis. Unlike previous studies, which have generally focused on a single location or educational level, this article integrates findings from studies published between 2019 and 2026 to identify patterns, challenges, opportunities, supporting factors, and inhibiting factors more comprehensively. In addition, the article connects the role of Islamic Education teachers with the global agenda of SDG 4 (Quality Education), offering a broader perspective on the contribution of religious education to sustainable educational development.

The findings of this article are expected to make a theoretical contribution to Islamic education scholarship, particularly research on the role of Islamic Education teachers in fostering students’ personalities. Practically, the findings may serve as a reference for teachers, school principals, parents, and policymakers in designing more effective strategies to develop students’ character, integrity, social

responsibility, leadership skills, and overall personal qualities. Furthermore, this review supports the achievement of SDG 4 by promoting an approach to education that focuses not only on academic achievement but also on nurturing students who demonstrate strong character, competitiveness, and the ability to contribute positively to society and sustainable development.

METHODS

This article employs a qualitative approach using content analysis. This method was selected because it enables the researcher to analyze, interpret, and synthesize information from scientific sources relevant to the research focus. Content analysis is used to identify themes, patterns, trends, and relationships among research findings concerning the challenges and opportunities faced by Islamic Education teachers in supporting the achievement of Sustainable Development Goal 4 (SDG 4), which focuses on Quality Education. Through this method, findings from various studies can be systematically examined to develop a more comprehensive understanding of the phenomenon under investigation (Guthrie et al., 2004; Kyngäs, 2020; ÖZDEN, 2024; Vourvachis & Woodward, 2015).

Method and Design

This study adopts a qualitative approach with a content analysis design. Content analysis is a research technique used to systematically and objectively examine, interpret, and understand the meanings embedded in documents, texts, and other written sources (Kuckartz, 2018; Mayring, 2015). This method is employed to identify research findings concerning the role of Islamic Education teachers in fostering students' excellent personalities and their contributions to achieving SDG 4. Content analysis enables the researcher to identify major themes, relationships among concepts, and trends emerging from various scientific sources (Engkizar et al., 2019). Accordingly, this method is considered appropriate for producing a comprehensive conceptual synthesis of the research focus. To obtain a holistic understanding of the phenomenon under investigation, this study draws on various relevant and credible data sources aligned with its objectives.

Data Sources

The research data consist of primary and secondary sources. The primary data comprise ten scholarly articles addressing Islamic Education teachers, the development of students' excellent personalities, character education, and quality education, published between 2019 and 2026. The articles were selected using purposive sampling based on topical alignment, substantive relevance, publication source credibility, and the completeness of the information provided. Secondary data were obtained from books, supporting articles, educational policy documents, and other literature related to Islamic education, character education, excellent personality development, and the Sustainable Development Goals (SDGs) (Susilawati et al., 2025; Takona, 2024; Weyant, 2022). The use of these diverse data sources aims to obtain a broader range of information, enabling the analysis to provide a wider and deeper understanding of the role of Islamic Education teachers in the context of quality education.

Instrument

In qualitative research employing content analysis, the researcher serves as the primary instrument, commonly referred to as the *human instrument*. The researcher is responsible for determining the research focus, identifying data sources, selecting articles, organizing data, analyzing document content, and interpreting research findings (Kyngäs, 2020). To support the analytical process, a documentation sheet and a data analysis matrix are used to record article details, research objectives, methodologies, findings, and implications relevant to the research focus. These documentation instruments were developed in accordance with the research

objectives to ensure that data identification, classification, and interpretation could be conducted systematically. Accordingly, these instruments are expected to facilitate a more structured and in-depth analysis.

Data Collection Techniques

Data were collected through documentation. The process began with searching for relevant scholarly articles across various academic publication sources. The articles were then screened according to predetermined selection criteria. Those meeting the criteria were read in depth to identify information related to the challenges and opportunities faced by Islamic Education teachers in supporting the achievement of SDG 4 (Busetto et al., 2020; Wiesner, 2022).

The data collection process involved several stages: source identification, literature selection, intensive reading, recording of relevant information, data coding, and classification according to the research themes. Documentation was selected because it is consistent with the characteristics of content analysis, in which scholarly documents serve as the primary sources of research data (Engkizar et al., 2025; Renz et al., 2018). The collected data were subsequently analyzed systematically to identify patterns, themes, and meanings across the articles examined.

Data Analysis Techniques

Data were analyzed using content analysis to identify, interpret, and synthesize information contained in various scholarly documents. Content analysis enables the researcher to develop an in-depth understanding of textual meanings through systematic categorization and interpretation (Bingham, 2023).

The analytical process followed the data analysis model developed by Miles, Huberman, and Saldaña, which comprises data condensation, data display, and conclusion drawing (Lungu, 2022). The first stage, data condensation, involved selecting and focusing on information relevant to the research objectives. The second stage, data display, involved organizing research findings into thematic categories, including challenges faced by Islamic Education teachers, opportunities for character education development, supporting and inhibiting factors, and contributions to the achievement of SDG 4. The third stage involved drawing conclusions and synthesizing the data by comparing findings across articles to identify common patterns and develop a comprehensive understanding of the research topic. Content analysis was selected because it facilitates in-depth interpretations of research findings and enables the development of a conceptual synthesis relevant to the research focus.

Data Trustworthiness

To ensure data trustworthiness, this study employed source triangulation by comparing scholarly articles originating from different research contexts, locations, and periods. The researcher also conducted cross-checking by comparing findings that showed similarities and differences across the data sources (Alhazmi & Kaufmann, 2022; Gorichanaz, 2018). These procedures aimed to enhance the credibility, consistency, dependability, and objectivity of the research findings. Although the study is limited by its reliance on secondary data in the form of scholarly articles, recurring patterns across multiple studies provide a basis for developing academically defensible conclusions. Thus, the methodological procedures employed are considered appropriate for analyzing the challenges and opportunities faced by Islamic Education teachers in supporting the achievement of SDG 4 through the development of students' excellent personalities.

RESULT AND DISCUSSION

Challenges and Opportunities for Islamic Education Teachers in Supporting the Achievement of SDG 4

An analysis of the articles included in this review indicates that Islamic Education teachers make a significant contribution to supporting the achievement of quality education, as reflected in Sustainable Development Goal 4 (SDG 4). Their roles are not limited to classroom instruction but also encompass character development, moral value cultivation, spiritual strengthening, and students' personality development. Across various educational contexts, Islamic Education teachers are regarded as key actors in bridging the achievement of academic competencies with the holistic development of students' personal qualities (Dean et al., 2022; Manavalan & Jayakrishna, 2019).

The literature synthesis also indicates that the implementation of these roles occurs within a dynamic environment shaped by various internal and external factors. Social changes, technological developments, student characteristics, school culture, and family support all influence the effectiveness of Islamic Education teachers in fulfilling their professional responsibilities. Accordingly, the findings of this article are organized into two main areas: the challenges faced by Islamic Education teachers in supporting the achievement of SDG 4 and the opportunities that can be optimized to improve educational quality and student development.

Challenges Faced by Islamic Education Teachers in Supporting the Achievement of SDG 4

Based on the analysis of the reviewed articles, Islamic Education teachers face several challenges in supporting the achievement of SDG 4 (Quality Education). These challenges arise from social changes, technological developments, the complexity of student characteristics, and educational demands that extend beyond academic achievement to include character formation and the development of well-rounded personalities (Trisoni, 2016; Wartoyo, 2022). In this context, Islamic Education teachers are expected to fulfill their roles professionally, adaptively, and innovatively to ensure that educational processes remain aligned with the objectives of sustainable education. The analysis identifies four major challenges affecting the effectiveness of Islamic Education teachers: low student learning motivation, the negative influence of social and digital environments, the dominance of cognitively oriented teaching, and limited collaboration among schools, families, and communities.

Low Student Learning Motivation

Low student learning motivation is one of the major challenges faced by Islamic Education teachers in supporting the achievement of SDG 4. Low motivation can reduce students' enthusiasm for learning, limit their participation in classroom discussions, and weaken their willingness to internalize the religious values being taught. These conditions can lead to lower student engagement in the learning process and hinder the achievement of educational objectives related to character development.

Low learning motivation is influenced by several factors, including limited variation in teaching methods, insufficient connections between learning materials and real-life experiences, and the perception that Islamic Education focuses primarily on theory and memorization. In addition, technological developments and changes in young people's lifestyles also influence students' interest in religious learning. From the perspective of SDG 4, learning motivation is an important factor in achieving inclusive and quality education (Kasheem et al., 2025; Mustafa et al., 2026). Therefore, Islamic Education teachers are expected to develop more engaging, contextual, and student-centered learning experiences to increase student participation and enthusiasm for learning.

Negative Influences of Social and Digital Environments

Developments in information technology and social media present increasingly complex challenges for Islamic Education teachers. Students today are exposed to a rapid flow of information, not all of which aligns with the values taught in schools. Various forms of negative content, including verbal aggression, cyberbullying, consumerist behavior, and the dissemination of unverified information, can influence students' mindsets and behavior.

The social environment also plays a significant role in shaping students' character. Unfavorable peer relationships, weak social control, and inadequate supervision of digital activities can hinder the internalization of moral and spiritual values. Consequently, students often encounter conflicts between the values taught at school and the realities they experience in their everyday lives (Gajah & Azhari, 2026; Muslikh, 2024).

These conditions require Islamic Education teachers to act not only as providers of instructional content but also as moral guides who promote digital literacy, strengthen students' critical thinking skills, and guide them in using technology wisely and responsibly.

The Dominance of Cognitively Oriented Learning

Another challenge is the continued dominance of teaching practices that prioritize cognitive achievement over students' character development and social skills. In many cases, learning success is measured primarily through examination scores and academic performance, while affective development and personality formation receive comparatively less attention.

This situation causes Islamic Education to focus more heavily on conceptual understanding, theory, and memorization than on the internalization of values and their application in everyday life. Consequently, students may understand religious teachings theoretically but may not yet be able to translate those values fully into their actual behavior.

In the context of SDG 4, quality education requires the holistic development of students, encompassing knowledge, skills, attitudes, and character. Therefore, Islamic Education teachers need to adopt more integrated teaching approaches so that education produces not only academically capable students but also individuals with well-developed character and strong personal qualities (Amsari et al., 2024; Anunciação et al., 2024; Shapiro et al., 2023).

Limited Collaboration Among Schools, Families, and Communities

Students' personality development cannot be achieved by schools alone. Educational success is strongly influenced by synergy among schools, families, and communities. However, cooperation among these three educational environments does not always function optimally. Some parents continue to place the entire responsibility for character education on schools, while communication between teachers and families is often limited to academic matters. As a result, the values instilled at school are not always reinforced within the family or the wider community. This situation presents a challenge for Islamic Education teachers in establishing a consistent educational environment. Stronger collaboration among schools, families, and communities is therefore necessary to ensure that students' character and personality development proceeds continuously and in an integrated manner (Alsheyadi & Albalushi, 2020; Klein, 2017; Nyiringango, 2024).

Opportunities for Islamic Education Teachers in Supporting the Achievement of SDG 4

Despite these challenges, the analysis also reveals that Islamic Education teachers have various strategic opportunities to support the achievement of SDG 4. These opportunities arise from their position as key actors in the educational process, with a direct influence on character formation, competency development, and the

strengthening of students' moral values. Through learning innovations and the development of a positive educational culture, Islamic Education teachers can contribute to establishing inclusive, high-quality, and sustainable education. The analysis identifies four major opportunities that can be optimized: strengthening teacher role modeling, integrating character education into teaching and learning, utilizing digital technology as an educational medium, and developing a positive and religious school culture (Baraka, 2023; Kassymova et al., 2025; Zien et al., 2024). These four opportunities provide an important foundation for developing students who are not only academically capable but also possess strong character and well-developed personalities in line with the objectives of SDG 4.

Strengthening Teacher Role Modeling

Role modeling represents one of the greatest opportunities for Islamic Education teachers to support the achievement of SDG 4. Teachers function not only as providers of knowledge but also as figures whose behavior is observed and emulated by students. Teachers' demonstrations of honesty, discipline, responsibility, and care can serve as practical examples for students in their everyday lives (Erwin et al., 2025; Tohet & Nuraini, 2026).

Through role modeling, character education can take place naturally without always requiring explicit advice or formal rules. Students tend to find it easier to understand and apply values that they directly observe in their teachers' behavior than those conveyed solely through theoretical explanations. Therefore, teacher role modeling can serve as an effective strategy for developing students' strong character and supporting the realization of quality education as envisioned in SDG 4 (Tadol et al., 2025).

Integrating Character Education into Teaching and Learning

Another opportunity lies in integrating character education into every stage of Islamic Education teaching and learning. Values such as integrity, responsibility, cooperation, tolerance, and social concern can be cultivated through instructional materials, teaching methods, and classroom activities.

Integrating character education enables students to engage in learning experiences that focus not only on mastering subject matter but also on developing positive attitudes and habits. This approach makes learning more meaningful because students can connect the values they study with their everyday experiences. Furthermore, integrated character education supports the achievement of holistic educational objectives. This is consistent with SDG 4, which emphasizes the importance of developing students' competencies, character, and skills to address future challenges (Abdulloh et al., 2025; Engkizar et al., 2026; Sugiarto, 2025).

Utilizing Digital Technology as an Educational Medium

Although digital technology is often perceived as a challenge, technological developments also offer significant opportunities for Islamic Education teachers. Various digital platforms can be used as innovative and engaging learning media that align with the characteristics of contemporary learners. Educational videos, learning applications, social media, and online learning platforms enable teachers to deliver instructional content more creatively and interactively.

In addition to improving students' understanding, technology can broaden access to high-quality religious learning resources. When used appropriately, digital technology can become an effective means of improving the quality of Islamic Education and supporting inclusive and sustainable education in accordance with the objectives of SDG 4.

Developing a Positive and Religious School Culture

Another opportunity that can be optimized is the development of a positive and religious school culture. A school environment that promotes discipline, responsibility, tolerance, and religious values can strengthen students' character

development over time. Such a culture can be fostered through various activities, including regular religious practices, character literacy programs, religious and social activities, and the establishment of a safe and supportive environment for all members of the school community.

When these values become part of everyday school life, students can internalize them more readily. Therefore, developing a positive and religious school culture represents a strategic opportunity for Islamic Education teachers to support the achievement of SDG 4 by strengthening students' character and fostering well-rounded personalities.

The research findings indicate that low student learning motivation, the influence of social and digital environments, the dominance of cognitively oriented learning, and limited collaboration among schools, families, and communities constitute the main challenges faced by Islamic Education teachers in supporting the achievement of SDG 4. These findings reinforce the research conducted by [Shodikin et al \(2024\)](#); [Warsah et al \(2024\)](#), which indicates that the success of character education is strongly influenced by students' active involvement in the learning process and support from the educational environment as a whole.

These findings are also consistent with the study by [Khoirunnisa et al \(2024\)](#), which emphasizes that Islamic Education teachers experience difficulties in internalizing character values when students lack motivation and their social environments do not support the development of positive behavior. Furthermore, [Suhendi \(2024\)](#) demonstrate that digital technological developments present new challenges through exposure to content that conflicts with character education values. Consequently, teachers are required to develop more contextual and adaptive teaching approaches. Thus, the challenges identified in this study indicate that the achievement of quality education is influenced not only by classroom instruction but also by external factors that shape students' learning environments.

The analysis further identifies strengthening teacher role modeling, integrating character education into teaching and learning, utilizing digital technology as an educational medium, and developing a positive and religious school culture as strategic opportunities for supporting the achievement of SDG 4. These findings are consistent with the study by [Tohet & Nuraini \(2026\)](#), which indicates that teacher role modeling significantly influences the development of students' discipline, responsibility, and integrity. The findings also reinforce the research by [Fitriyani \(2020\)](#), which demonstrates that the consistent integration of religious values into the learning process can strengthen students' positive character.

[Bali & Fadilah \(2019\)](#) further explain that character education integrated into various learning activities is more effective than approaches that focus solely on delivering instructional content. Meanwhile, [Yang et al \(2022\)](#) found that a conducive and religious school culture contributes to the development of an educational environment that supports students' character and personality development. Therefore, these opportunities indicate that Islamic Education teachers have considerable scope to develop educational innovations aligned with the objectives of Quality Education.

Overall, the synthesis of the findings indicates that the challenges and opportunities faced by Islamic Education teachers are interrelated in supporting the achievement of SDG 4. Challenges such as low learning motivation, the influence of digital environments, the dominance of cognitive learning outcomes, and limited educational collaboration can potentially be addressed by optimizing available opportunities, particularly through teacher role modeling, strengthened character education, productive use of technology, and the development of a positive school culture.

These findings reinforce the research by [Suhendi \(2024\)](#), which emphasizes that synergy among teachers, schools, families, and communities is a key factor in the success of students' character education. In addition, [Engkizar et al \(2025\)](#) explains that integrating religious values into all educational activities can support students' holistic development. Thus, the role of Islamic Education teachers extends beyond that of instructors; they also serve as agents of educational transformation who contribute to developing students with strong character, integrity, and well-rounded personalities. Their contribution forms part of broader efforts to realize inclusive, high-quality, and sustainable education in accordance with the SDG 4 agenda.

CONCLUSION

Based on the analysis of the reviewed literature, Islamic Education teachers play a strategic role in supporting the achievement of Sustainable Development Goal 4 (SDG 4), which focuses on Quality Education, through character strengthening, the internalization of moral values, and the development of students' well-rounded personalities. The findings identify four major challenges faced by Islamic Education teachers: low student learning motivation, the negative influence of social and digital environments, the dominance of cognitively oriented learning, and limited collaboration among schools, families, and communities. Conversely, four key opportunities can be optimized: strengthening teacher role modeling, integrating character education into the learning process, utilizing digital technology as an educational medium, and developing a positive and religious school culture. These findings indicate that the achievement of SDG 4 depends not only on improving academic quality but also on teachers' ability to develop students with strong character, integrity, social responsibility, and well-rounded personalities.

The novelty of this article lies in its comprehensive synthesis of research findings on the challenges and opportunities faced by Islamic Education teachers in supporting the achievement of SDG 4 through a content analysis approach. This synthesis provides a more holistic understanding than previous studies, which have generally focused on specific school contexts or educational programs. The findings have theoretical implications for strengthening the perspective that the role of Islamic Education teachers extends beyond the transmission of religious knowledge to include serving as agents of character development and sustainable education. In practical terms, this review can serve as a reference for teachers, schools, parents, and policymakers in designing educational strategies that are more adaptive, collaborative, and oriented toward developing students' well-rounded personalities. Accordingly, optimizing the role of Islamic Education teachers is expected to contribute to the realization of inclusive, high-quality, and sustainable education in line with the global SDG 4 agenda.

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Author contribution

Renanda Adriani: data curation, writing-original draft preparation, **Rizki Ardian:** analysis, conceptualization, **Mohieddin Masoud:** methodology, **Fauzi Akmal:** visualization, **Nurul Fayzha:** editing.

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