

## DEVELOPING LEARNER INDEPENDENCE AS A PILLAR OF SUSTAINABLE DEVELOPMENT GOALS (SDGs)

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### Abstract

*The objective of this research is to examine the approach employed by Madrasah Aliyah Swasta Nganjuk Regency in fostering students' autonomy and addressing challenges within the context of the Sustainable Development Goals (SDGs). This research is centered on two key inquiries: firstly, what is the strategy utilized by Madrasah Aliyah Swasta Nganjuk Regency for promoting students' independence? Secondly, what strategies are employed to confront challenges within the framework of the Sustainable Development Goals (SDGs)? This research employs a qualitative research design. Data were gathered through semi-structured interviews and document analysis. The outcomes of this research reveal that the approach to fostering student independence in the classroom encompasses various aspects of classroom management, including establishing behavioral standards, efficiently utilizing time, addressing procrastination, implementing meaningful learning experiences, and incorporating conflict-based learning strategies. The strategy employed to address challenges within the framework of the Sustainable Development Goals (SDGs) follows a systematic approach, establishing its own distinctiveness. This involves the development of entrepreneurial activities and industrial work practices (Prakerin), the enhancement of professional scout learning, the establishment of a procedural work system within the Vocational School (BLK), and the coordination of an integrated learning system with Islamic boarding schools. The novelty of this research resides in its concentration on the unique characteristics of Nganjuk Regency and the significance of tackling the challenges in Islamic Education within the context of the SDGs.*

**Keywords:** Learning Independence, Sustainable Development Goals (SDGs).

### مستخلص البحث

الهدف من هذا البحث هو دراسة النهج الذي تستخدمه المدرسة الثانوية الخاصة لـنجانجوك في تعزيز استقلالية الطلاب ومعالجة التحديات في سياق أهداف التنمية المستدامة. يتمحور هذا البحث حول استفسارين رئيسيين: أولاً، ما هي الاستراتيجيات التي تستخدمها المدرسة الثانوية الخاصة لـنجانجوك لتعزيز استقلالية الطلاب؟ ثانياً، ما هي الاستراتيجيات المستخدمة لمواجهة التحديات في إطار أهداف التنمية المستدامة؟ استخدم هذا البحث تصميم بحث كمي. تم جمع البيانات من خلال مقابلة شبه منظمة وتحليل الوثائق. تكشف نتائج هذا البحث أن نهج تعزيز استقلالية الطالب في الصف الدراسي يشمل جوانب مختلفة من إدارة الصف، بما في ذلك وضع معايير سلوكية، واستغلال الوقت بكفاءة، ومعالجة التسويف، وتنفيذ تجارب تعليمية هادفة،



ودمج استراتيجيات التعلم القائم على الصراع. اتبع الاستراتيجية المتبعة لمعالجة التحديات في إطار أهداف التنمية المستدامة نهجا منهجيا يرسخ تميزها الخاص. ويتضمن ذلك تطوير أنشطة زيادة الأعمال وممارسات العمل الصناعي (Prakerin)، وتعزيز التعلم الكشفي المهني، وإنشاء نظام عمل إجرائي داخل المدرسة المهنية (BLK)، وتنسيق نظام تعليمي متكامل مع المدارس الداخلية الإسلامية. وتكمن حداثة هذا البحث في تركيزه على الخصائص الفريدة لمحافظة ناجنوك وأهمية معالجة التحديات في التعليم الإسلامي في سياق أهداف التنمية المستدامة.

الكلمات المفتاحية: استقلالية التعلم وأهداف التنمية المستدامة (SDGs).

## INTRODUCTION

The establishment of learning independence to cultivate quality human resources (HR) in this country must persist. This is significant because the attainment of independence is integral to quality education, serving as a cornerstone of the Sustainable Development Goals (SDGs) initiated by the United Nations. It is recognized that a developed nation is characterized by independent, robust, and skilled human resources. Conversely, when human resources are lacking in strength, it can impede the progress of the nation. This is exemplified by indicators such as the prevalence of legal irregularities and unemployment, which reflect the actual weaknesses in human resources. Uddin and Rahman discovered that corruption, unemployment, and political instability exert a detrimental impact on GDP per capita, while government effectiveness and the rule of law exert a positive influence on GDP per capita.<sup>1</sup>

Additionally, the Central Statistics Agency (BPS) provided information indicating that the unemployment figure in Indonesia for February 2022 stood at 8.40 million. It was elucidated that this number represented a 6.2 percent reduction compared to the previous year's unemployment figures, which were approximately 700 thousand.<sup>2</sup> Despite the decrease, Indonesia still grapples with a high unemployment rate. This underscores the urgency of fostering self-reliance among the population to strive for well-being.

Independence is a potent instrument capable of enhancing skills, nurturing mindsets, and instilling a self-driven desire for learning, free from the constant need for external validation. When an individual, particularly a learner, engages in self-exploration and curiosity-driven development without external intervention, this fosters the retention of knowledge in their long-term memory,

<sup>1</sup> Ijaz Uddin and Khalil Rahman, "Impact of Corruption, Unemployment and Inflation on Economic Growth Evidence from Developing Countries", *Quality & Quantity* 57 (August 9, 2022), <https://doi.org/10.1007/s11135-022-01481-y>.

<sup>2</sup> "BPS: Open Unemployment Rate at 5.83 Percent in February 2022," Tempo, May 17, 2022, <https://data.tempo.co/data/1419/bps-tingkat-pengangguran-terbuka-sebesar-583-persen-pada-februari-2022>.

empowering them to attain their desired outcomes. Cultivating independence necessitates a conducive environment for its growth, primarily within the classroom.

The classroom is considered a strategic environment because it serves as the foundation for various aspects of a learner's life, encompassing social interactions, assignments, recreational activities, and personal growth. It is within this setting that learners cultivate robust and enduring attitudes. Furthermore, effective classroom management plays a pivotal role in facilitating the swift progress of learners, serving as a crucial instrument for their achievements.<sup>3</sup>

In order to create room for learner independence, madrasahs encounter challenges within the context of sustainable development. It is of paramount importance to ready educational institutions as a platform for collective self-improvement. Educational institutions capable of anticipating diverse transformations and bolstering essential infrastructure will assume a pivotal role as agents of change.

This research has the objective to address two primary research questions: Firstly, how can students' learning independence be cultivated in the classroom, serving as a pivotal step toward accomplishing the objective of sustainable Islamic Education Development? Secondly, how do private Madrasah Aliyahs confront contemporary challenges within the context of Sustainable Development Goals (SDGs) in Nganjuk District?

The uniqueness of this research lies in its concentration on the particulars of Nganjuk district and the significance of tackling the challenges of Islamic education within the framework of the SDGs. While prior research has underscored the potential of Islamic Education for sustainable development, there exists a gap in the literature pertaining to the precise implications and outcomes of Islamic Education Development in Nganjuk District. This research has the objective to provide a comprehensive analysis of the importance of the establishment of learners' learning independence as a milestone of sustainable Islamic Education progress in Nganjuk District. On the contrary, this research intends to make a contribution to the current body of knowledge and offer insights into the significance of cultivating learner independence within the classroom setting for the sustainable development of Islamic Education in Nganjuk district.

## METHOD

In order to investigate the capacity of educators to foster learner independence in the classroom and tackle persistent challenges in attaining the Sustainable Development Goals (SDGs)

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<sup>3</sup> Uddin and Rahman, "Impact of Corruption, Unemployment and Inflation on Economic Growth Evidence from Developing Countries".

in Nganjuk district, East Java, this research employs qualitative methods. Purposive sampling will be utilized to select participants possessing pertinent knowledge and experience in the domains of Islamic Education and Sustainable Development in Nganjuk District. Key stakeholders, including Islamic educators, school principals, learners, school supervisors and local government officials. Data will be collected through semi-structured interviews and document analysis. Semi-structured interviews will be conducted with selected participants to collect in-depth qualitative data. These interviews will explore participants' perspectives on building learning independence to strengthen Islamic Education into the SDGs. Their experiences in facing the challenges of Islamic Education for Sustainable Development. The interviews will be recorded and transcribed for analysis.

Alongside interviews, pertinent documents such as instructional designs, classroom logs, and assessment records were subjected to analysis. The examination of these documents is expected to yield insights into the prevailing endeavors, initiatives, and policies concerning the cultivation of learner independence and strategies to address the challenges of sustainable development in Islamic education within Nganjuk district. By analysing these documents, a comprehensive understanding of the context will be gained. Several things will become research outcomes.

Thematic analysis will be employed to analyze the qualitative data gathered from interviews and document analysis. The data will be systematically coded and categorized into overarching themes and subthemes to discern patterns, recurring concepts, and key discoveries. The analysis will be guided by the research objectives and outcomes of the Education for Sustainable development theoretical framework.

## RESULTS AND DISCUSSION

### 1. Building learners' independence as a milestone of sustainable development goals (SDGs)

Below are some critical points to take note of in the research outcomes:

- a. The cultivation of learner independence is achieved through classroom management strategies

These strategies aim to enable learners to attain success in behavior, social interaction, and academics within a structured environment characterized by tolerance, exemplary conduct, and a climate conducive to free and enjoyable learning. Classroom management is done effectively by implementing strategies that create a safe, fair and rule-based learning environment so that learners can develop well. Management strategies are also designed to

encourage and help learners understand procedures through positive reinforcement, high expectations, and instil independence and promote learner growth.

Classroom management strategies encompass all classroom activities intended to enhance learners' learning capabilities. This involves addressing and managing disruptive behaviors among students, such as noise-making, conflicts, shyness, deficient reading and writing skills, hyperactivity, suboptimal research habits, and delayed cognitive development.<sup>4</sup>

b. Managing learners' behaviour standards.

The objective is to establish a classroom environment in which learners feel secure and valued, while also helping them comprehend the expected behavior. Through this approach, learner independence can be achieved. The teacher's responsibility goes beyond merely maintaining classroom discipline. The research outcomes indicate that both learners and teachers collectively play a role in ensuring the smooth execution of classroom activities without disruptions.<sup>5</sup>

Learning strategy expert Linda Dusembury recommends that establishing classroom behavior guidelines can contribute to maintaining a positive environment. The most effective approach to accomplish this is by involving learners in the process of defining these rules. However, it remains the responsibility of the teacher to enforce the behavioral rules, underscoring the teacher's authority.<sup>6</sup> As a result of learners' involvement, they will help develop the rules, as they are the ones who actually own the rules. When learners understand that the rules are their own statement of what they expect, they automatically feel involved and responsible for the implementation of the rules. It may be that a standard-setting process that involves learners will take more time, but it is precisely this kind of strategy that will be more effective.

c. Maintain awareness of mental health challenges.

Another crucial aspect of fostering learners' independence in learning involves addressing disruptive behavior in the classroom. Teachers at a private Aliyah school in Nganjuk district were observed to be cognizant of the fact that undiagnosed symptoms of depression and anxiety disorders could impede the development of learning independence.

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<sup>4</sup> Gilbert C., Juvelyn D., and Roselyn M., "Exploring the Relationship and Labels Attached by Students: How Classroom Management Styles in a Philippine Higher Education Institution Prevail?" *European Journal of Educational Research* 8, no. 3 (July 15, 2019): 893–904, <https://doi.org/10.12973/eu-jer.8.3.893>.

<sup>5</sup> Sunday A Adeyemo, "The Relationship Between Effective Classroom Management," 2012.

<sup>6</sup> Linda Duxbury and Chris Higgins, "Work-Life Balance in the New Millennium: Where Are We? Where Do We Need to Go?", January 1, 2001.

According to the Child Mental Health Association, children's mental health can affect adolescents in different ways and to varying degrees in the school environment<sup>7</sup>. To anticipate these mental health challenges, a number of teachers have created guidelines and opportunities for learner professional development, especially in student creativity activities.

d. Rewarding and reinforcing positive behavior.

This entails acknowledging and rewarding constructive actions, such as completing homework, attentive listening, and displaying respect towards others. Children respond positively to reinforcement and learn by emulating such behavior. The efficacy of this approach is most prominently demonstrated within the classroom setting. For example, some trophies and certificates are displayed in the classroom so that learners can proudly see their achievements. Baranek's research shows that showing learners awards can increase learners' motivation to learn.<sup>8</sup>

e. Foster close relationships with learners

There are three methods to enhance relationships with learners, including: (1) Greeting students with a smile. The teacher's warm welcome to students is an action that can promote positive feelings towards students and potentially reduce negative student behavior. Research conducted by Alday, that the effect of teacher greetings is very influential on improving the behaviour of students in doing assignments. Likewise, greetings at the beginning of learning can easily increase students' enthusiasm for doing assignments.<sup>9</sup> (2) Engage in active communication with students. Active communication with learners can create a positive impression and mitigate disruptive behavior. As a result, teachers allocate time to connect with their students, offering social and emotional support that fosters their sense of engagement in the learning process.

f. Demonstrating passion and enthusiasm while teaching

The relationship between teachers and learners operates in both directions, with the teacher exhibiting enthusiasm and zeal during instruction, and then the learners responding accordingly. It is evident that teachers exhibit enthusiasm, patience, and positive qualities. This enthusiastic attitude is done in order to attract learners' attention. This is in accordance

<sup>7</sup> Emma MacDonald, "Addressing the Mental Health and Wellbeing of Children and Youth," May 8, 2023, <https://forhealthconsulting.umassmed.edu/addressing-the-mental-health-and-wellbeing-of-children-and-youth/>.

<sup>8</sup> Lori Kay Baranek, "The Effect of Rewards and Motivation on Student Achievement", n.d.

<sup>9</sup> R. Allday and Kerri Pakurar, "Effects of Teacher Greetings on Student On-Task Behaviour", *Journal of Applied Behaviour Analysis* 40 (February 1, 2007): 317–20, <https://doi.org/10.1901/jaba.2007.86-06>.

with the outcomes of Guanyu and friends that, the relationship between teacher enthusiasm is negatively correlated with the perception of students' boredom in learning. This means that the more enthusiastic the teacher teaches, the lower the level of boredom of students.<sup>10</sup>

There are four indicators of teacher enthusiasm in teaching, which include: 1) being energetic, meaning that the teacher displays an active and enthusiastic demeanor. A teacher will exude enthusiasm by not merely remaining seated at the teacher's desk. He can occasionally walk closer to students and show as if inviting learning together, 2) showing pleasure in teaching, meaning that the teacher shows excitement and always smiles in front of students, 3) showing love in teaching in the field. This means that he always teaches to enjoy learning to memorise, understand, and practice the newly learned knowledge, and 4) shows an aura full of self-confidence. The latter requires an effort to master the material and its practice, so that the teacher is confident in teaching.

g. Valuing Time

This classroom management strategy is implemented based on the recognition that nearly all human activities rely on time. Time is essential in learning and serves as an indicator of discipline across all aspects.<sup>11</sup> Time that is not used properly will cause a number of serious risks, including teacher fatigue and stress, causing bad behaviour of learners in the classroom, and learners not getting the knowledge they expect. On the other hand, time can be said to be effective when it fulfils the following indicators:

- 1) The time allocated between teachers and students in accordance with their respective shares

Learning involves interaction between teachers and students, with teachers providing explanations and students engaging in learning. The time spent by the teacher should not surpass the time allocated for students; ideally, the teacher's time for material explanation is relatively brief, while students spend a more extended period of time actively learning. Thus, the learning process is student-centred.

The student-centered learning (SCL) approach is highly favored among educators. SCL is widely regarded as highly effective in enhancing the learning process to attain optimal student learning outcomes. In accordance with the philosophy of learning, learning is an activity of acquiring new knowledge. The more knowledge learners gain,

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<sup>10</sup> Guanyu Cui et al., "The Association between Teacher Enthusiasm and Students' Class-Related Boredom: A Multilevel Research", *Current Psychology* 41, no. 6 (June 1, 2022): 3678–86, <https://doi.org/10.1007/s12144-020-00890-2>.

<sup>11</sup> João Lopes and Célia Oliveira, "Classroom Discipline: Theory and Practice", 2017, 231-53.

the greater their chances of continuously improving the quality of their attitudes and behaviour. This perspective aligns with the learning approach developed by the field of cognitive psychology, which suggests that learners with ample knowledge and information can independently or collaboratively explore new learning resources. In doing so, they can acquire a wealth of new information and continually develop fresh insights.

Angele Attard, along with a team from Education International and the European Students' Union, contend that the most effective learning process entails actively engaging learners in the subject matter (Attard et al., n.d.). Simultaneously, teachers also play a significant role in facilitating the learning of students. Some of these facilitative activities involve assigning research tasks to students, providing opportunities for them to present their outcomes, engaging in discussions with peer groups, and guiding them in drawing conclusions based on the outcomes of their discussions.

## 2) In learning there is no procrastination

One of the most significant challenges in learning is procrastination, which refers to the act of postponing or delaying learning tasks. Procrastination in learning can manifest as failing to complete assignments like one's peers, neglecting to turn in homework assigned by the teacher, reluctance to write when dictated by the teacher, and difficulties in completing assignments. To avoid this, teachers can create situations that attract and challenge learners to learn. In this case the teacher can apply various learning strategies so that students focus more on learning, including using interesting media, or problem solving-based learning.

Research found that to effectively overcome procrastination disorder, the following steps can be used:

- a) Implementing regular questioning. This involves posing appreciative inquiry questions that enrich one's life, recognizing pivotal moments where learners start to perceive themselves in a new way, and then assisting learners in progressing by drawing on their positive and reassuring past experiences.
- b) Establishing clear objectives and specific timeframes: When teachers assign tasks, they should provide clarity regarding the assignment's objectives and the expected time frame for completion. Teachers can also offer guidance on task prioritization to assist learners in effectively managing their workload.

- c) Minimize all sources of distraction: Distractions often serve as a significant cause of procrastination. These distractions can include engaging in enjoyable but unproductive activities, such as playing mobile games or watching YouTube videos. Consequently, teachers should impose stringent consequences when students engage in nonproductive activities during class.
- d) Establishing a conducive working environment: A comfortable work environment is one of the supportive factors. The comfort associated with task completion enhances mental clarity and openness. When environmental conditions are favourable and the mind is in the mood, the ideas in the head can be channelled more optimally.
- e) Look for a work partner as a support system: Partners or friends can offer assistance and serve as sources of motivation. Therefore, it is advisable for every learner to actively participate in student communities to channel their interests and talents. Moreover, being in the company of friends can help break the cycle of procrastination, leading to increased success and satisfaction in our lives.

### 3) Learning takes place with enthusiasm and excitement

Embracing enjoyable learning, teachers diligently incorporate enjoyable learning experiences while ensuring that learning remains a source of relief for children, shielding them from stressful emotions like sadness, fear, disgust, surprise, and anger. The first way to overcome negative impacts is to recognise children's emotions. When the symptoms of children's emotions appear at any level, the teacher immediately anticipates with more dynamic activities, such as ice breaking games. This is done to recover from the boredom that occurs. Meanwhile, to create fun learning, teachers use various learning media, such as short videos related to learning materials.

### 4) Anticipating learner behaviour

Predicting learners' behavior is accomplished through teachers having a general understanding of what learners comprehend and how they actively engage in the learning process. This is carried out with the aim of cultivating character and nurturing learners' interests. The classroom is the safest and most comfortable place for each learner to express, participate and collaborate with other individuals. Through learning in the classroom, learners are not only academically proficient but are expected to go beyond that, namely the development of good social skills. Meanwhile, to anticipate deviant behaviour of students in the classroom, the following things are done:

a) Embedding positive values in learning

Teachers' efforts in instilling positive values involve delivering suitable instruction to students regarding virtues such as tolerance, cooperation, diversity, empathy, and solidarity. These values are expected to build their sensitivity and concern for phenomena outside themselves. Through observation and appreciation of these values, students will become qualified individuals with good morals. As a result, they can become trailblazers for change in addressing violent behavior and stand prepared to serve as role models in shaping a safe and peaceful school environment.

b) Offer an understanding of conflict and its resolution.

The second strategy for anticipating deviant behavior is to impart an understanding of conflict and non-harmful conflict resolution methods. In this context, teachers can offer examples of effective conflict management and convey that violence is not always the appropriate solution.

c) Engaging parents in the learning process

The participation of parents in the learning process is essential as it facilitates an educational approach that includes the learners' parents. This, in turn, enables teachers to gather information about the learners' behavior at home and collaborate with parents to prevent violent behavior.

d) Implement individualized approaches with learners who have the potential for engaging in violent behavior.

In order to foster learning independence, certain teachers in Madrasahs adopt a personalized approach with learners who may exhibit violent tendencies. In this scenario, teachers must be meticulous and attentive in monitoring changes in the learners' behavior, while remaining vigilant for any abnormal conduct such as verbal aggression, irritability, intimidation, or aggression. This approach allows teachers to help learners overcome these behavioural problems so that learners can avoid violent behaviour at school. In addition, proximity is the best classroom management tool for secondary schools and a tool that teachers should consider before implementing strategies that draw more attention to unwanted behaviour. By repositioning themselves or standing beside the learner, the teacher can communicate their attentiveness to the learner's behavior and offer opportunities for the learner to rectify their conduct without direct intervention.

## 2. The strategy employed by the Private Madrasah Aliyah in Nganjuk Regency to address challenges within the framework of Sustainable Development Goals (SDGs)

Some key points to consider in this research are as follows: (1) Transforming the madrasah into a school with its own distinct characteristics, including, *firstly*, fostering entrepreneurial activities and industrial work practices (Prakerin). These entrepreneurial activities target the attitudes that entrepreneurs must have, including taking risks (risk taker). This is crucial in the real-life context, as entrepreneurial activities are influenced by various factors, including the methods of learning and self-motivation in the pursuit of goals.

As found by Badrus and Arik, students' learning outcomes, including their entrepreneurial skills, are also influenced by self-directed research, which can be influenced by their motivation to learn.<sup>12</sup> The results of research by Baez and friends, explain that learners show two different responses to challenges or difficult situations: mastery orientation or helpless orientation. Mastery-orientated children will focus on the task rather than their abilities, they have a positive attitude (enjoy the challenge), and create solution-orientated strategies that can improve their performance. These mastery-orientated learners often tell themselves to pay attention, think carefully, and remember successful strategies in the past. Similarly, highly motivated learners build links that contribute to personal development. At least with industrial practice there will be motivation and knowledge for entrepreneurship.<sup>13</sup>

*Secondly*, the madrasah professionally develops scouting activities. Despite the presence of four levels of scouts, namely Cub Scouts, Scouts, Venturers, and Rovers, all four levels are offered in this madrasah. In practice, the Rover Scouts are required to descend to the grassroots level (Turba) to provide scout training at the Cub Scout and Scout levels. This initiative has been warmly embraced by the community. On the other hand, with broad and in-depth abilities about scouting, many madrasah alumni become a resilient generation in the midst of society.

*Thirdly*, Madrasahs cultivate vocational skills. In this regard, educational facilities are equipped with a vocational training center building. The purpose of this building is to nurture students' interests, talents, and skills. It is expected that with this work training programme, students who do not continue their education at a higher level or do not continue their studies are ready to work according to the competencies or skills that are cultivated while in Madrasah.

<sup>12</sup> Badrus, B., Dwijayanto, A., & Afif, Y. (2023). The Influence of Online-Based Independent Learning Methods and Learning Motivation on Students' Entrepreneurship Skills UNP Kediri. QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama, 15(1), 265-274. <https://doi.org/10.37680/qalamuna.v15i1.2328>

<sup>13</sup> Josia Sanchaya Hendrawan and Hani Sirine, "The Influence of Independent Attitude, Motivation, Entrepreneurial Knowledge on Entrepreneurial Interest (Case Research on peserta didik FEB UKSW *Entrepreneurship* 2, no. 03 (November 6, 2017): 291-314.

*Fourth*, Madrasahs establish an integrated learning system with Islamic boarding schools. This integrated approach is implemented with a broader objective, primarily aimed at fostering a more robust and authentic life perspective. There are three targets that are instilled: 1) a way of seeing life as worship, both including pure religious culture and activities to carry out community service, 2) a deep love and respect for worship and service for the community, and 3) the ability to make any sacrifice for the benefit of the community.

## CONCLUSION

Based on the research outcomes regarding the development of learner independence as a cornerstone for achieving Sustainable Development Goals (SDGs), the following conclusions can be drawn:

1. The strategy employed by Private Madrasah Aliyah in Nganjuk Regency to foster student independence within the classroom entails implementing fairly stringent measures, which include the concept of classroom management. This encompasses the establishment of behavior standards, efficient time management, addressing procrastination, delivering meaningful learning experiences, and imparting an understanding of conflict resolution.
2. The strategy employed by Private Madrasah Aliyah in Nganjuk Regency to confront challenges within the framework of Sustainable Development Goals (SDGs) follows a systematic approach. This approach includes the establishment of unique attributes for madrasahs, such as the development of entrepreneurial activities and vocational internships (Prakerin), the enhancement of professional scout education, the implementation of a procedural work system within BLK (Vocational School), and the coordination of an integrated learning system with pondok pesantren schools.
3. The novelty of this research resides in its emphasis on the particulars of Nganjuk District and the significance of tackling the challenges in Islamic Education within the context of the SDGs.

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