Journal of Research in
Educational Management
ISSN: 2964-5026 (p) 2964-4828 (e)
Vol. 4, No. 2, 2025
https://doi.org/10.71392/jrem.v4i2.26

OPEN ACCESS

Exploring Curriculum Morphogenesis: An in-Depth Analysis of Educational Management Models

Sofyan Tsauri [1], Izzatul Munawwaroh [2], Saifaldin Idris Onia [3]

[1] *Universitas Islam Negeri Kiai Haji Achmad Siddiq, East Java, Indonesia*
[2] *Nurul Jadid University, East Java, Indonesia*
[3] *Faculty of Education, University of Khartoum, Sudan*
[2] *Corresponding Author: izzaa0618@gmail.com*

Abstract : *This study aims to examine curriculum morphogenesis through an in-depth analysis of educational management models and their influence on curriculum transformation in madrasas. The study focuses on understanding how participatory, collaborative, and technology-based management practices shape the processes of curriculum adaptation, implementation, and improvement in response to changing educational needs. A qualitative approach was employed using a case study design. Data were collected through semi-structured interviews with madrasa heads, teachers, and relevant stakeholders, complemented by direct observations and document analysis. Data were analyzed interactively through data reduction, data display, and conclusion drawing to identify patterns of managerial practices, opportunities, and challenges in curriculum transformation. The findings reveal that participatory management strengthens stakeholder involvement in curriculum decision-making, while technology-based management enhances flexibility, information sharing, and the responsiveness of curriculum implementation. The interaction between leadership, teacher collaboration, technological utilization, and stakeholder participation forms an adaptive managerial environment that supports curriculum morphogenesis. However, the transformation process remains constrained by limited resources, differences in digital competence, and resistance to organizational change among some stakeholders. The study concludes that sustainable curriculum morphogenesis requires an integrated and collaborative management approach that combines adaptive leadership, participatory decision-making, technological innovation, and continuous capacity building to improve educational quality and institutional responsiveness.*

Keywords : *Curriculum Morphogenesis; Educational Management; Technology-Based Management.*

Article History : Received: August 2025 Revised: October 2025 Accepted: December 2025

Copyright © 2025 Journal of Research in Educational Management, *All Rights Reserved*

This is an open access article distributed under the terms of the Creative Commons Attribution-Share Alike 4.0 License

INTRODUCTION

Curriculum development follows existing structures and involves a complex and adaptive evolutionary process to achieve effective educational management (Muhammad and Murtafiah 2023; UF Hidayat et al. 2023). This is because each student has different needs, the world continues to change rapidly, especially in terms of technology and social dynamics, continuous evaluation improves the quality of education, and job market demands require skills that continue to develop (Amelia 2023; Wahyudi 2021). The project-based learning approach can apply this to accommodate students' different interests and talents, allowing them to learn through direct practice relevant to the real world (Boiliu and Messakh 2024). Thus, integrating these elements will enable schools to create an environment that is adaptive and responsive to the needs of the times, thereby improving the overall quality and relevance of academic outcomes.

Studies on analyzing in-depth educational management models that focus on curriculum morphogenesis have become the focus of many researchers. This research includes an in-depth analysis of Exploring Curriculum Morphogenesis: An In-Depth Analysis of Educational Management Models. Several studies (Duangkrayom et al. 2022; Hilt and Riese 2022) highlight the importance of technology integration in curriculum morphogenesis. The results show that the effective use of technology in educational management can accelerate the process of curriculum change and improve student learning outcomes. Whereas, Brighenti and Kärrholm, (2023) explained that this research identified the main challenges in curriculum change in developing countries, such as limited resources, resistance to change, and lack of teacher training. The results suggest that adaptive management strategies and strong policy support are essential to overcome these challenges and drive successful curriculum change.

This study seeks to investigate how existing educational management models can support the process of curriculum morphogenesis, namely dynamic curriculum change and development (Santika, Suarni, and Lasmawan 2022). This study will analyze how various educational management models can be applied effectively to accommodate educational needs that continue to develop and vary (Lucia Maduningtias 2022; Raharjo 2020). This research also aims to identify best practices in education management that can support innovation, improve curriculum quality, and provide recommendations that can be applied in various educational contexts (Astuty and Suharto 2021). Thus, it is hoped that this research can contribute to developing educational management models that are more adaptive and responsive to change to achieve better educational goals in the future (Muslimin 2023).

This research aims to identify, analyze, and evaluate the curriculum transformation process (curriculum morphogenesis) through various educational management models. The main focus of this research is to understand how different educational management models can influence curriculum structure, content, and implementation, as well as identify key factors that contribute to success or failure in the curriculum change process (Arifin, Zaini, and Sanjani 2024; Qurtubi and Hudi 2022). This research argues that a deep understanding of the mechanisms and factors influencing curriculum transformation can assist stakeholders in designing and implementing more relevant and practical curriculum.

METHOD

This research focuses on an in-depth analysis of curriculum morphogenesis through various educational management models. The main aim of this research is to explore how multiple managerial approaches influence curriculum change and development. The main focus of this research is to identify and analyze the impact of different management models on the curriculum's structure, content, and implementation, as well as the results achieved from these changes. This research highlights the importance of implementing adaptive and innovative management models in the curriculum transformation process, which includes elements such as leadership, stakeholder involvement, and technology integration. By analyzing various management models in different educational institutions, this research aims to evaluate how these models contribute to improving the quality of education and curriculum effectiveness.

This research uses a qualitative approach with a case study type. The qualitative approach in this research aims to gain an in-depth understanding of how the education management model works. The case study was chosen because it allows researchers to explore and analyze the application of curriculum morphogenesis; this research will identify how various managerial approaches can influence the structure, content, and implementation of the curriculum and their impact on educational outcomes. This type of research provides an opportunity to investigate how applying various management models in curriculum transformation affects students' learning experiences and the effectiveness of academic programs (Munawwaroh 2024). By understanding the factors that influence curriculum morphogenesis, this research can provide valuable insight into designing and implementing curricula that are more effective and relevant to current educational needs.

Data collection in this research was carried out through observation techniques, in-depth interviews, and documentation. Participatory observation is used to monitor the implementation of various educational management models in direct curriculum transformation, observing interactions and dynamics in the academic environment to understand the impact and effectiveness of the different managerial approaches implemented. In-depth interviews with semi-structured guides were conducted to collect information about the implementation of management models, their implications for curriculum change, and factors influencing the implementation of these models involving educational administrators, teachers, students, and other related parties (Dwipayana, Redhana, and Juniartina 2020). The documentation process includes analysis of curriculum-related documents, evaluation reports, institutional policies, and related materials to provide additional context and explore how management models contribute to the effectiveness of curriculum transformation (Lucia Maduningtias 2022). Through this approach, this research aims to reveal the influence and effectiveness of implementing various management models in curriculum change and the factors that support or hinder educational outcomes.

Data analysis will be carried out to organize, group, and analyze qualitative data collected from interviews, observations, and documentation in (Köhler 2024). This process involved in-depth thematic analysis of interview transcripts and observation notes, as well as grouping the main themes that emerged related to the application of various management models in curriculum transformation and the factors that influenced them. The thematic

analysis method was used to identify patterns, differences, and convergence in the data and to understand more deeply the meaning and implications of the experiences shared by participants. With this approach, it is hoped that research can provide comprehensive insight into the application of various management models, their impact on the effectiveness of curriculum changes, and the factors that influence their success, as well as answer research questions in relevant and actual educational contexts.

RESULT AND DISCUSSION

This research examines the application of various management models in curriculum transformation to increase the effectiveness of educational programs, focusing on two main aspects: the implementation of different management models in curriculum development and their impact on academic outcomes. The results of this study reveal how the application of various management models can influence the structure, content, and effectiveness of the curriculum, as well as the student's learning experience. The discussion will outline the positive impact of implementing these management models on the quality and relevance of education and the challenges faced during implementing these models in various educational institutional contexts.

Results

1. Educational Management Model

Participatory and technology-based education management models have a positive impact on curriculum transformation, facilitating more responsive and effective change. Management models that involve all stakeholders tend to be more successful in implementing curriculum changes than top-down models that often face resistance(Julianti et al. 2023)(Oktaviani et al. 2023). Research also identifies challenges such as limited resources and inadequate training as barriers to implementing management models(Sidabutar 2020). Overall, an adaptive and collaborative managerial approach is considered key to ensuring the success and relevance of curriculum transformation.

The following research data shows the application of management models, namely curriculum morphogenesis at Madrasah:

Table 1. Educational Management Model

Data from interviews	Coding	Resources
"We implement a management model that focuses heavily on evaluative accountability. We regularly conduct evaluations to ensure that curriculum changes meet established quality standards. Apart from that, we also emphasize professional development for our teachers through ongoing training and workshops."	evaluative accountability	Head of Madrasah
"The implementation of strict quality standards makes us more disciplined in designing and implementing the curriculum. This ensures that the material taught is relevant and of high quality. However, there are challenges in striking a balance between meeting these standards and	quality standards	Deputy Head of Curriculum

still providing an enjoyable learning experience for students."		
"The training and workshops that we attended really helped us in understanding and implementing the new curriculum. This professional development provides us with new skills and knowledge that are critical to successful curriculum change."	Professional development	Teacher
"We feel more involved in our children's education because the madrasa actively invites us to discuss curriculum changes. Open communication between teachers, students and parents makes the change process more transparent and we can provide useful input."	Communication Collaboration	Student Guardian

The findings above indicate that the application of an educational management model that focuses on evaluative accountability, quality standards, professional development, and communication collaboration has a positive impact on the curriculum morphogenesis process. The madrasa head emphasized the importance of regular evaluation and involvement of all stakeholders, which supports the acceptance of curriculum changes (Rapang, Yunus, and Apriyanti 2022). Teachers benefited from training and workshops that helped them implement the new curriculum, despite challenges in balancing quality standards and student learning experiences. Parents feel more involved and provide useful input through open communication with the madrasah(Saharani 2023)(Siahan et al. 2024). Overall, this comprehensive and collaborative management approach supports effective curriculum transformation, although it still faces several obstacles in practice.

Table 1 shows that there are four applications of management models, namely curriculum morphogenesis. Thus, the data as above explains the following findings;

First, Evaluative Accountability. The findings above show that in the context of implementing the education management model, evaluative accountability is an important element. The implementation of evaluative accountability through routine evaluation is one of the main findings that helps ensure that curriculum changes are carried out in accordance with established quality standards. The madrasa head emphasized the importance of evaluation to maintain the quality of education and ensure that curriculum changes are implemented effectively. This evaluation also allows identification of areas that require further improvement and adjustments.

Second, Quality Standards. Data shows that strict quality standards make teachers more disciplined in designing and implementing curriculum. Findings suggest that a focus on these standards ensures that the material taught is relevant and of high quality. However, teachers face challenges in balancing meeting quality standards and providing an enjoyable learning experience for students. This suggests a need for flexibility in the application of standards to maintain student motivation and engagement.

Third, Professional Development. Professional development through ongoing training and workshops is very important in supporting teachers in understanding and implementing the new curriculum. Teachers felt that this training provided new skills and

knowledge that were crucial for successful curriculum change. These findings emphasize the importance of investing in professional development as part of an effective educational management strategy.

Fourth, Communication Collaboration. Active collaboration and communication between all stakeholders, including teachers, students and parents, greatly supports the curriculum change process. Parents feel more involved and can provide useful input, while open communication increases transparency and trust in the change process. These findings show that collaboration and good communication can strengthen support and participation from the entire madrasah community.

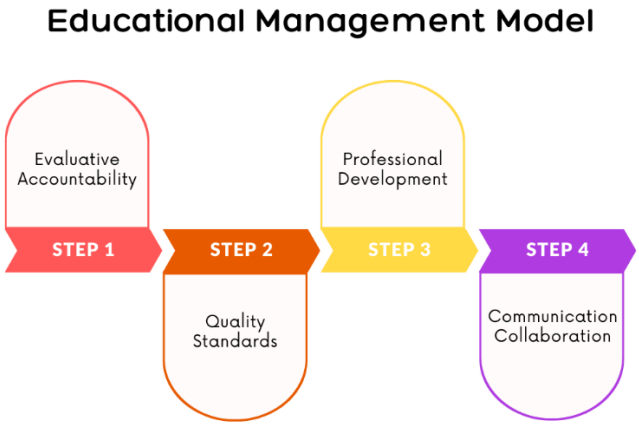


Figure 1. Educational management model

The figure 1, that implementing the education management model at Madrasah has created a dynamic and adaptive learning environment. Observations show that implementing an educational management model that prioritizes evaluative accountability, quality standards, professional development, and communication collaboration positively impacts the curriculum morphogenesis process. Regular evaluations help maintain the quality and relevance of the curriculum, while training and workshops for teachers strengthen their ability to implement change. Collaboration and good communication between stakeholders ensure broad engagement and support. However, some challenges, such as heavier academic loads for students and initial resistance from some teachers, still need to be overcome. This comprehensive and inclusive approach has succeeded in creating an educational environment that is more adaptive and responsive to the needs of the times.

2. Best Practices in Education Management

Best practices in educational management in exploring curriculum morphogenesis involve a systematic and adaptive approach that recognizes the importance of flexibility and innovation in curriculum development. One of the key practices is the application of needs-based curriculum design principles, which ensure that the curriculum not only meets academic standards but is also relevant to students' needs and local context. This includes using data and feedback from students, teachers, and the community to adapt and update teaching materials. Additionally, collaboration between educators, researchers, and

policymakers is essential in this process to ensure that curricula continue to evolve and adapt to social and technological changes.

The following research data shows best practices in education management at Madrasah:

Table 1. Best practices in Education management

Data from interviews	Coding	Resources
"Innovative curricula are very important because they adapt education to the needs of the times and the demands of the job market. This includes the use of technology, a project-based learning approach, and the integration of life skills in teaching materials."	Innovative curriculum	Head of Madrasah
"Transparent communication ensures all stakeholders, including students, teachers, parents and the community, have clear access to important information."	Transparent communication	Student Guardian
"Capacity building involves training and improving the skills of teaching staff and administrative staff. This is important to ensure that they can effectively implement innovative curriculum and teaching strategies."	Capacity development	Teacher
"Sustainability of educational initiatives can be achieved through long-term planning, adequate resource allocation, and continuous measurement of impact."	Sustainability of initiatives	Deputy Head of Curriculum
"Proactive safety is an approach that ensures the madrasa environment is safe and supports the well-being of students and staff. By ensuring safety, we create an environment conducive to learning."	Proactive safety	Deputy Head of Student Affairs

The findings above show that the implementation of best practices in education management involves five key aspects. First, an innovative curriculum that adapts to current developments and job market needs, such as the use of technology and project-based learning. Second, transparent communication that ensures all stakeholders have access to clear information, increasing trust and cooperation. Third, capacity development through continuous training for teaching staff to implement new curricula and strategies. Fourth, the sustainability of the initiative is achieved through long-term planning, adequate resource allocation, and impact measurement. Lastly, safety is proactive with policies that ensure the madrasah environment is safe and supports the well-being of students and staff. The combination of these five aspects forms a solid basis for improving the quality and effectiveness of education.

Table 2 shows that there are five best practices in education management. Thus, the data as above explains the following findings;

First, Innovative Curriculum. The findings show that an innovative curriculum plays an important role in ensuring the relevance of education. This approach involves technology integration, project-based learning, and life skills development. A curriculum that is adaptive and responsive to changing needs and demands of the job market not only

enhances students' theoretical understanding but also prepares them with essential practical skills for the future.

Second, Transparent Communication. Open and clear communication between all stakeholders including students, teachers, parents and the Community is a best practice that creates an environment that supports active participation. With transparent information, trust between relevant parties can increase, supporting effective collaboration and greater involvement in the educational process.

Third, Capacity Development. Continuous capacity development for teaching staff and administrative staff is key to effective curriculum implementation. Ongoing professional training and development ensures that educators have the latest skills and knowledge to implement innovative curricula and appropriate teaching strategies. This helps improve the quality of teaching and administrative support in madrasas.

Fourth, Sustainability Initiative. These findings suggest that to ensure sustainability, educational initiatives must be supported by long-term planning, adequate resource allocation, and ongoing impact evaluation. Engaging communities and forging strong partnerships also contributes to sustainability, helping keep programs and initiatives relevant and effective over the long term.

Fifth, Proactive Safety. Research data shows that proactive safety includes policies and actions that ensure the school environment is safe and supports the well-being of students and staff. This involves anti-bullying policies, disaster preparedness, and mental and physical health programs. By ensuring safety, schools can create an environment conducive to productive and safe learning.

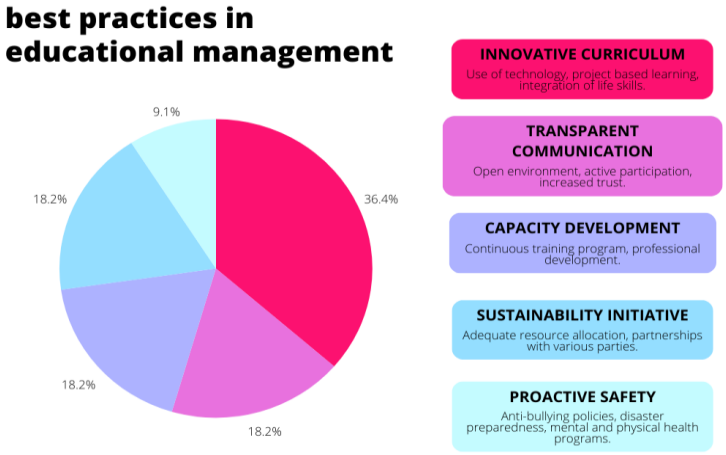


Figure 2. Best practices in educational management

The figure 2, it was seen that the application of the best aspects in educational management shows that the effectiveness of educational management depends on five main elements. The innovative curriculum ensures relevance to the needs of the times, while transparent communication strengthens engagement and trust between stakeholders. Capacity building through continuous training improves educators' ability to implement the latest teaching strategies. Sustainability of the initiative is supported by long-term planning

and adequate resource allocation, with community support to maintain program effectiveness. Additionally, proactive safety creates a safe environment and supports student and staff well-being, which is the foundation for successful learning. The combination of these elements creates a solid framework for quality and sustainable education management.

Discussion

The findings from this study indicate that an effective educational management model in the context of curriculum morphogenesis involves integrating critical elements such as evaluative accountability, quality standards, professional development, and communication collaboration (Julianti et al. 2023; Oktaviani et al. 2023). This model serves as a framework guiding the adaptation and transformation processes of the curriculum to meet the ever-changing educational needs. The morphogenesis theory proposed by Archer (1995) in (Sidabutar 2020) explains how structure and culture within educational institutions can influence each other in curriculum change. This educational management model allows schools to systematically implement curriculum changes, ensuring that each step is based on rigorous evaluation and continuous monitoring.

Additionally, Henry Mintzberg's (1994) in (Rapang, Yunus, and Apriyanti 2022) strategic management theory is relevant in understanding how an educational management model can direct and control the curriculum change process. Mintzberg emphasizes the importance of flexibility and adaptability in strategic management, which is reflected in the approaches used by educational institutions to implement curriculum changes (Triana et al. 2023). By adopting a holistic and inclusive management model, schools can ensure that the curriculum is academically relevant and meets evolving social and economic demands (Saharani 2023)(Siahan et al. 2024). In this context, professional development for teachers and collaboration with other stakeholders is critical to successfully implementing an adaptive and responsive curriculum.

Implementing this educational management model provides a competitive advantage for academic institutions in addressing the challenges of curriculum change (Handoko and Ghofur 2020)(Munir, Munawwaroh, and Mudarris 2024). By utilizing an approach based on accountability and collaboration, schools can more effectively evaluate and adjust their curricula to achieve better educational outcomes. John Kotter's (1996) in (Pransiska et al. 2023) change management theory explains that successful change requires strong leadership and the involvement of all stakeholders. In this regard, an effective educational management model enables schools to overcome resistance to change, build consensus, and ensure that curriculum transformation proceeds smoothly and aligns with the desired objectives (Opi Rohmawati et al. 2021).

The findings from this study reveal that implementing best practices in education management within the context of curriculum morphogenesis significantly influences the adaptability and effectiveness of educational programs (Julaeha et al. 2021; Gofur, Junedi, and Nursikin 2022). The management model integrates evaluative accountability, quality standards, and professional development and is a robust framework for guiding curriculum

evolution (Alfaeni and Asbari 2023; Verona et al. 2023). This approach aligns with Margaret Archer's morphogenesis theory, which emphasizes the interplay between institutional structure and culture in driving educational change Archer, (1995) in (Hawwin Muzakki 2023). By utilizing these management practices, educational institutions can effectively respond to the dynamic needs of modern education, ensuring that the curriculum remains relevant and responsive to academic and societal demands.

The impact of implementing these best practices is particularly crucial in an increasingly competitive educational landscape (Eliza et al. 2022; Hasanah, Munawwaroh, Azizah, et al. 2024). The strategic focus on continuous improvement, collaboration, and communication within the management model enables institutions to enhance the quality of their academic offerings and better meet the needs of students and stakeholders. This aligns with Henry Mintzberg's theory of strategic management in (Prastowo 2023), which underscores the importance of flexibility and adaptation in organizational success. Moreover, the emphasis on professional development ensures that educators are equipped with the necessary skills and knowledge to implement curriculum changes effectively, ultimately leading to improved educational outcomes.

Incorporating best practices in education management provides institutions with the tools to monitor and evaluate the success of their curriculum initiatives in real time. This capability is essential for making data-driven decisions and continuously refining educational strategies. Theories of performance measurement by Philip Kotler and customer relationship management by Robert C. Solomon support the idea that accurate data analysis and strategic adjustments are vital to maintaining a competitive edge in the education sector (Hasanah, Munawwaroh, Qushwa, et al. 2024; Verona et al. 2023). By embracing these management practices, educational institutions can ensure the long-term success of their curriculum programs and maintain their relevance in an ever-changing academic environment.

CONCLUSION

This study demonstrates that the application of educational management models within the framework of curriculum morphogenesis significantly strengthens the adaptability, relevance, and effectiveness of curriculum development and implementation. The findings show that evaluative accountability, quality standards, professional development, collaboration, and data-informed decision-making enable educational institutions to respond more effectively to changing educational demands. These findings are consistent with Archer's morphogenetic theory, which emphasizes the dynamic interaction between structure and agency in producing institutional change. The study further highlights that adaptive leadership and strategic flexibility are essential for ensuring that curriculum transformation remains responsive to institutional needs and the increasingly competitive educational environment. Thus, educational management should not be viewed merely as an administrative mechanism but as a strategic instrument for sustaining continuous curriculum improvement.

The scholarly contribution of this study lies in extending the understanding of curriculum morphogenesis by positioning educational management as an important

mechanism for translating structural and cultural change into sustainable curriculum transformation. Nevertheless, the findings should be interpreted in light of several limitations, particularly the focus on a specific curriculum context, the limited exploration of external factors such as technological developments and changing societal demands, and the qualitative nature of the study, which may constrain broader generalization. Future research should therefore examine curriculum morphogenesis across diverse educational contexts using broader samples and mixed-method or longitudinal designs. Such studies could provide stronger empirical evidence regarding how managerial practices, technological change, stakeholder collaboration, and institutional conditions interact to shape sustainable curriculum transformation and improved educational outcomes.

ACKNOWLEDGMENT

Big thanks to the publisher and the entire editorial team for the opportunity given to publish our research in this journal. We greatly appreciate the thorough and constructive review process that helps improve the quality of our articles. We hope this research can positively contribute to the development of science in this field.

BIBLIOGRAPHY

Alfaeni, Salsabila Ihda, and Masduki Asbari. 2023. "Kurikulum Merdeka: Fleksibilitas Kurikulum Bagi Guru Dan Siswa." *Journal of Information Systems and Management (JISMA)* 2 (5): 86–92.

Amelia, Ulya. 2023. "Tantangan Pembelajaran Era Society 5.0 Dalam Perspektif Manajemen Pendidikan." *Al-Marsus : Jurnal Manajemen Pendidikan Islam* 1 (1): 68. https://doi.org/10.30983/al-marsus.v1i1.6415.

Arifin, Samsul, Abdul Wahid Zaini, and M Aqil Fahmi Sanjani. 2024. "Manajemen Pengembangan Kurikulum Berbasis Ahlussunnah Wal Jama ' Ah Dalam Best Practice Pendidikan Islam." *Educazione : Journal of Education and Learning* 01 (02): 28–44.

Astuty, Widy, and Abdul Wachid Bambang Suharto. 2021. "Desain Perencanaan Pelaksanaan Pembelajaran Pendidikan Agama Islam Daring Dengan Kurikulum Darurat." *Jurnal Penelitian Pendidikan Islam* 9 (1): 81. https://doi.org/10.36667/jppi.v9i1.624.

Boiliu, Esti Regina, and Jefrit Johanis Messakh. 2024. "Pembelajaran Adaptif Sebagai Inovasi Strategi Pembelajaran Bagi Anak Usia Dini." *Real Kiddos, Jurnal Pendidikan Anak Usia Dini* 2 (2): 133–53. https://ojs.sttrealbatam.ac.id/index.php/kiddos.

Brighenti, Andrea Mubi, and Mattias Kärrholm. 2023. "Urban Crystallization and the Morphogenesis of Urban Territories." *Territory, Politics, Governance* 11 (3): 502–18. https://doi.org/10.1080/21622671.2021.1872040.

Duangkrayom, Jaroon, Pratueng Jintasakul, Wickanet Songtham, Parichat Kruainok, Wilailuck Naksri, Nattinee Thongdee, Paul J. Grote, Tharapong Phetprayoon, Krongkaew Janjitpaiboon, and Rapeepan Meepoka. 2022. "Geodiversity in Khorat Geopark, Thailand: Approaches to Geoconservation and Sustainable Development." *International Journal of Geoheritage and Parks* 10 (4): 569–96. https://doi.org/10.1016/j.ijgeop.2022.09.003.

Eliza, Delfi, Regil Sriandila, Dwi Anisak Nurul Fitri, and Syahreni Yenti. 2022. "Membangun Guru Yang Profesional Melalui Pengembangan Profesionalisme Guru Dalam Penerapan Profesinya." *Jurnal Basicedu* 6 (3): 5362–69. https://doi.org/10.31004/basicedu.v6i3.2878.

Gofur, Muhammad Abdul, Junedi Junedi, and Mukh Nursikin. 2022. "Prinsip-Prinsip Inovasi Dan

Pengembangan Kurikulum PAI." *Educational Journal of Islamic Management* 2 (2): 55–62. https://doi.org/10.47709/ejim.v2i2.1909.

Handoko, Anditya, and Muhammad Abdul Ghofur. 2020. "Peran Komunikasi Didaktik, Pembelajaran Kolaborasi, Dan Kinerja Guru Pada Hasil Belajar Melalui Motivasi Belajar." *Refleksi Edukatika : Jurnal Ilmiah Kependidikan* 11 (1): 41–48. https://doi.org/10.24176/re.v11i1.4713.

Hasanah, Rizkiyah, Izzatul Munawwaroh, Nur Azizah, Maulidatul Hasanah, and Akmal Mundiri. 2024. "Fostering Inclusivity : Strategies For Supporting Students With Special Needs In Mainstream" 15 (01).

Hasanah, Rizkiyah, Izzatul Munawwaroh, Febriyanti Ghayatul Qushwa, and Abu Hasan Agus R. 2024. "Pengembangan Career Adaptability Melalui Inovasi Sumber Daya Manusia." *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 5 (1): 169–78. https://doi.org/10.62775/edukasia.v5i1.734.

Hawwin Muzakki. 2023. "Pengembangan Kurikulum Merdeka Belajar Kampus Merdeka (MBKM) Untuk Meningkatkan Daya Saing Mahasiswa Di UIN Sayyid Ali Rahmatullah Tulungagung." *Southeast Asian Journal of Islamic Education Management* 4 (2): 165–84. https://doi.org/10.21154/sajiem.v4i2.208.

Hidayat, Udin Firman, Martha Megawati Pasaribu, Djoys Anneke Rantung, and Noh Ibrahim Boiliu. 2023. "Penerapan Pembelajaran Pendidikan Agama Kristen Adaptif Dalam Menghadapi Tantangan Teknologi Pendidikan." *Journal on Education* 5 (2): 3492–3506. https://doi.org/10.31004/joe.v5i2.1032.

Hilt, Line, and Hanne Riese. 2022. "Hybrid Forms of Education in Norway: A Systems Theoretical Approach to Understanding Curriculum Change." *Journal of Curriculum Studies* 54 (2): 223–42. https://doi.org/10.1080/00220272.2021.1956596.

Julaeha, Siti, Universitas Islam, Negri Sunan, Gunung Djati Bandung, Eri Hadiana, and Qiqi Yulianti Zaqiah. 2021. "Manajemen Inovasi Kurikulum: Karakteristik Dan Prosedur Pengembangan Beberapa Inovasi Kurikulum." *Jurnal Manajemen Pendidikan Islam* 02 (1): 2021.

Julianti, Naziah, Nurfitrian, Siti Vera Hikmawati, and Encep Syarifuddin. 2023. "Problematika Dan Inovasi Lembaga Pendidikan." *Jurnal Ilmiah Multi Disiplin Indonesia* 2 (7): 1278–85. http://journal.ikopin.ac.id/index.php/humantech/article/view/3241.

Lucia Maduningtias. 2022. "Manajemen Integrasi Kurikulum Pesantren Dan Nasional Untuk Meningkatkan Mutu Lulusan Pesantren." *Al-Afkar, Journal For Islamic Studies* 5 (4): 323–31. https://doi.org/10.31943/afkarjournal.v5i4.378.

Muhammad, Nur, and Nurul Hidayati Murtafiah. 2023. "Strategi Manajemen Pendidikan Islam Dalam Menghadapi Tantangan Kontemporer." *An Najah: Jurnal Pendidikan Islam Dan Sosial Agama* 02 (02): 41–46.

Munawwaroh, Izzatul. 2024. "Management Strategy Development of The Furudul Ainiyah Movement Pragram" 02 (01): 1484–91.

Munir, Zainal, Izzatul Munawwaroh, and Badrul Mudarris. 2024. "STRENGTHENING BRAND IMAGE OF PESANTREN BASED ON TWO-WAY SYMEIRICAL MODEL" 6 (1): 54–69.

Muslimin, Ikhwanul. 2023. "Pengembangan Kurikulum Pendidikan Karakter Di Madrasah Berbasis Kurikulum Merdeka." *Jurnal Manajemen Pendidikan Islam Darussalam* 5 (1): 108–30. https://doi.org/10.30739/jmpid.v5i1.2093.

Oktaviani, Oki, Maria Eko, Cholicul Hadi Program, Studi Magister, and Psikologi Terapan. 2023. "Pelatihan Komunikasi Untuk Meningkatkan Efektivitas Kommunikasi Atasan Bawahan Dalam Mempersiapkan Readiness Karyawan Di Perusahaan Generating Company." *Nusantara: Jurnal Ilmu Pengetahuan Sosiall* 10 (6): 3035–51. http://jurnal.um-tapsel.ac.id/index.php/nusantara/index.

Opi rohmawati, Poniyah, Zhafirah Dwi Rahayuningtias, and Adiyono. 2021. "Penerapan Model Pengembangan Kurikulum Pai Sma Negeri 1 Batu Engau." *SOKO GURU: Jurnal Ilmu*

Pendidikan 1 (2): 72–80. https://doi.org/10.55606/sokoguru.v1i2.1171.
Pransiska, Liya, Gunawan Santoso, Arif Aziz Firmansyah, and Arif Aprilia Kartini. 2023. "Mengukuhkan Kebersamaan Sikap Bergotong Royong Dan Kolaborasi Di Kelas 3." *Jurnal Pendidikan Transformatif (JPT)* 02 (04): 102–26.
Prastowo, Andi. 2023. "Fleksibilitas Organisasi Integrated Curriculum Pada Masa Pandemi Covid-19 Di Sekolah Dasar." *Jurnal Pendidikan Imanulhaq* 3 (3): 321–32.
Purnasari, Pebria Dheni, and Yosua Damas Sadewo. 2021. "Strategi Pembelajaran Pendidikan Dasar Di Perbatasan Pada Era Digital." *Jurnal Basicedu* 5 (5): 3089–3100. https://jbasic.org/index.php/basicedu/article/view/1218.
Qurtubi, Moh, and Saman Hudi. 2022. "Peran Kiai Dalam Mengembangkan Kurikulum Lokal Di Pesantren Nurul Islam 1 Jember." *Jurnal Pendidikan Dan Kajian Aswaja* 6 (1): 1–20. https://doi.org/10.56013/jpka.v6i1.690.
Raharjo, Raharjo. 2020. "Analisis Perkembangan Kurikulum PPKn: Dari Rentjana Pelajaran 1947 Sampai Dengan Merdeka Belajar 2020." *PKn Progresif: Jurnal Pemikiran Dan Penelitian Kewarganegaraan* 15 (1): 63. https://doi.org/10.20961/pknp.v15i1.44901.
Rapang, Rita, Muh Yunus, and Eka Apriyanti. 2022. "Peran Kepala Sekolah Dalam Menerapkan Peraturan-Peraturan Di Sekolah Dasar." *Edukatif : Jurnal Ilmu Pendidikan* 4 (3): 3419–23. https://doi.org/10.31004/edukatif.v4i3.2596.
Saharani, Dinar. 2023. "Multidisciplinary Science Implementasi Competitive Strategy Meningkatkan." *Nusantara Journal of Multidisciplinary Science* 1 (5): 1011–22.
Santika, I Gusti Ngurah, Ni Ketut Suarni, and I Wayan Lasmawan. 2022. "Analisis Perubahan Kurikulum Ditinjau Dari Kurikulum Sebagai Suatu Ide." *Jurnal Education and Development* 10 (3): 694–700.
Siahan, Amiruddin, Ainun Hidayasha, Zaidan Kholis, Tenaga Kependidikan, and Mutu Pelayanan. 2024. "MUTU PELAYANAN PENDIDIKAN DI MIN 1 MEDAN" 7: 6973–77.
Sidabutar, Victor Tulus Pangapoi. 2020. "Kajian Penerapan Corporate University Dalam Pengembangan Kompetensi Sumber Daya Manusia Aparatur Sipil Negara." *Jurnal Ilmu Pemerintahan Widya Praja* 46 (1): 255–70. https://doi.org/10.33701/jipwp.v46i1.814.
Triana, Kayla Aura, Nana Hendra Cipta, Siti Rokmanah, Program Studi, Pendidikan Guru, Sekolah Dasar, Universitas Sultan, and Ageng Tirtayasa. 2023. "Pengaruh Kemajuan Teknologi Terhadap Perkembangan Pendidikan Karakter Anak Sekolah Dasar." *Jurnal Pendidikan Tambusai* 7: 24623–27.
Verona, Roswita, Sari Nur Ariyanti, Gidion Gidion, Yohanes Bahari, and Warneri Warneri. 2023. "Penerapan Teori Difusi Inovasi Pada Perkembangan Kurikulum Pendidikan Di Indonesia." *Edukatif : Jurnal Ilmu Pendidikan* 5 (6): 2569–81. https://doi.org/10.31004/edukatif.v5i6.5870.
Wahyudi, Shokhif Mas'ud. 2021. "Manajemen Kurikulum Adaptif Dalam Meningkatkan Efektifitas Pembelajaran Di Sekolah Dasar." *Managere: Indonesian Journal of Educational Management* 3 (1): 107–18. https://doi.org/10.52627/managere.v3i1.115.