

Strategic Management in Innovation of Educational Curriculum Implementation in Schools

Mohammed Shehada^{1*}, Hamza A.H Shehada², Baligh Al Hajj³, Zohaib Hassan Sain⁴

^{1,2} Al-Quds Open University, Palestine

³ Sana'a university, Yemen

⁴ Superior University, Pakistan

**corresponding author*

✉soyko2022@gmail.com¹

Abstract: This study aims to analyze the application of strategic management in supporting the innovation of multidimensional curriculum implementation at IBS Thursina School, Malang. In facing global challenges and local demands, IBS Thursina integrates six curricula—the Merdeka Curriculum, Cambridge, Al-Azhar, Madrasah, Medina, and Tahfiz—into a holistic education system based on Islamic values and international standards. Using a descriptive qualitative approach, data were collected through interviews, observations, and document analysis. The results show that management strategies including collaborative planning, dynamic scheduling, strengthening human resources, and utilizing digital technology are key factors in the successful implementation of the curriculum. The findings also indicate a positive impact on improving academic achievement, character building, and institutional reputation. This study concludes that contextual and integrative strategic management can accommodate the complexity of the curriculum and strengthen the competitiveness of Islamic educational institutions in the global era

Keywords: strategic management, curriculum innovation, Islamic education, integrative curriculum,

INTRODUCTION

Strategic management in education is a discipline that aims to direct and manage the resources owned by educational institutions to achieve predetermined goals. In the context of curriculum implementation at IBS Thursina School, Malang, strategic management is crucial to ensure that the learning process is not only relevant but also responsive to evolving societal needs and the challenges of the times. Innovation in the educational curriculum should not be ad-hoc; rather, it must be designed with careful consideration, involving an in-depth analysis of educational trends and student needs. By involving stakeholders, including educators,

parents, and the surrounding community, IIBS Thursina School strives to create an integrative and inclusive curriculum. (Hayyi, 2021) (Khoiriyah, 2021).

The application of strategic management in curriculum innovation requires schools to conduct continuous evaluation and adjustment. This process begins with identifying the strengths, weaknesses, opportunities, and threats (SWOT) facing the institution. This analysis provides a clearer picture of IIBS Thursina School's position in the educational arena and helps formulate strategic steps. Thus, curriculum innovation is not merely a response to change but also a form of careful planning that will facilitate the holistic development of student competencies. In an effort to achieve the school's vision and mission, strategic management plays a role in collaborating various existing elements, ensuring that each innovation implemented not only has short-term benefits but is also sustainable and has a positive impact on the wider community. (Djati, 2023)

The implementation of curriculum innovation at IIBS Thursina School is not without challenges, such as resistance to change from both educators and students. Therefore, it is crucial for management to advocate and embody the vision for change through effective communication and training programs. This way, every member of the school community can feel involved and contribute to the development process. This approach not only creates a sense of ownership but also builds the mutual trust necessary to overcome potential obstacles. In this context, effective strategic management is a vital tool for facilitating curriculum innovation that supports quality education at IIBS Thursina School, Malang (Maskur, 2024).

In the era of globalization and ever-growing technological advances, education is one of the determining factors in shaping the nation's future. IIBS Thursina Malang School took strategic steps in facing this challenge by implementing an innovative and relevant educational curriculum. In this context, strategic management becomes an important basis for guiding the process. Strategic management functions as a framework that not only directs the school's vision and mission, but also responds to rapid changes in society and the world of education. Thus, curriculum development that follows strategic management principles can produce more optimal results, both for students and the school environment as a whole (Hayyi et al. 2022).

Furthermore, the background of this initiative is driven by the need to improve the quality of education amidst increasing the demands of a dynamic labor market. Schools must be able to produce graduates who possess not only theoretical knowledge but also

practical skills and 21st-century competencies. In this regard, the curriculum implemented must be flexible, inclusive and able to accommodate diverse student learning styles. Therefore, curriculum development cannot be done with a one-size-fits-all approach; an adaptive and innovative approach is essential. Through collaboration with various stakeholders, Working with academics, industry, and the community, IIBS Thursina Malang strives to create a curriculum that not only meets national standards but is also relevant to local and global needs. (Helmi et al.) (AKSES & INDONESIA, 2024)

The successful implementation of curriculum innovation at IIBS Thursina Malang is inseparable from systematic efforts that integrate feedback from various parties and continuous monitoring of achieved results. By utilizing information and communication technology, the school strives to expand access to learning resources and enrich students' learning experiences. This creates a conducive learning environment where students are encouraged to think critically, creatively, and collaborate. Therefore, IIBS Thursina Malang's efforts in strategic management and curriculum innovation are expected to have a significant impact on educational development in Malang and the surrounding area, as well as creating a future generation ready to face future challenges. (Burhanuddin, 2022)

In this study, the main objective to be achieved is to analyze and evaluate the use of strategic management in innovation implementation.

The curriculum at IIBS Thursina School, Malang. Amidst the increasingly complex dynamics of education, curriculum innovation is essential to meeting student needs and expectations, thus creating a more effective and relevant learning process. Within this framework, this study aims to identify existing best practices at the school and create a strategic management model that can be adapted to support sustainable curriculum innovation. (Nababan et al. 2023)

Furthermore, this research aims to explore the roles and participation of all stakeholders—including teachers, students, and parents—in the curriculum innovation process. By understanding the perspectives and contributions of each party, this research not only seeks to improve curriculum quality but also fosters greater collaboration between all elements within the education ecosystem. This effort aims to create a culture of sustainable innovation, where everyone feels they have a stake in developing better education.

Finally, another goal to be achieved is to provide strategic recommendations that can be implemented by school management in order to increase the effectiveness of the curriculum. Through data analysis and mapping of existing practices, it is hoped that this

research can help IIBS Thursina School adopt a proactive and responsive approach to changes in the world of education. Thus, it is hoped that the results of this research can become a reference not only for the IIBS Thursina School, but also for other educational institutions that wish to carry out innovation curriculum which based on strategic management.

METHODS

To understand how strategic management can be applied in the innovation of educational curriculum implementation at IIBS Thursina School, Malang, this study adopted a focused descriptive qualitative approach. This method was chosen considering the complexity and multidimensional variables inherent in innovative curriculum management. Data were collected through in-depth interviews, participant observation, and analysis of relevant documents concerning curriculum policies and reports on educational practices at the school. Through this combination of techniques, the researcher sought to explore the views of various stakeholders, including teachers, school administrators, and students, regarding the effectiveness and challenges faced in implementing an innovation-based curriculum.

Next, data analysis was conducted using a thematic approach, which prioritizes identifying patterns and themes that emerge from the collected data. Researchers analyzed how strategic management plays a role in facilitating the innovation process, as well as how various internal and external factors influence the dynamics of curriculum implementation. Data presentation was also triangulated to increase the validity of the findings. Furthermore, researchers attempted to pay attention to the social and cultural context underlying IIBS Thursina, allowing researchers to understand the specific challenges and unique needs. By utilizing this approach, it is hoped that the research will provide a comprehensive picture of the effectiveness of management strategies in guiding educational innovation, as well as its impact on success of a more responsive and relevant curriculum.

The use of this systematic methodology enabled the researcher not only to answer the research questions but also to identify best practices that can be adopted by other schools in similar contexts.

By adhering to ethical principles and maintaining the confidentiality of informants, this research is expected to contribute constructive thinking to academic development efforts in Indonesia, particularly in implementing innovations in the educational curriculum. The involvement of various perspectives and stakeholders strengthens the understanding of how strategic management can be optimized to meet the demands of 21st-century education,

making the results of this study highly relevant and applicable to the world of education.

RESULTS

Strategic management is a process that involves setting long-term goals, analyzing the internal and external environment, and developing plans to achieve organizational goals. In the educational context, particularly in curriculum implementation at schools like IBS Thursina Malang, strategic management serves as a systematic guide in responding to emerging changes and challenges. By identifying a clear vision and mission, schools can formulate relevant strategies that not only meet national education standards but also adapt to the specific needs of students and the community. (Rozi, 2023)

The strategic management approach at IBS Thursina Malang includes analysis

A SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis is used to evaluate a school's current position. This process allows decision-makers to identify strengths that can be leveraged, weaknesses that need to be addressed, opportunities that can be exploited, and threats that need to be addressed. Furthermore, strategic management requires the involvement of all stakeholders, including teachers, parents, and students. Through this collaboration, every part of the educational community can provide valuable feedback and help formulate more appropriate steps in implementing an innovative curriculum. (Suyanto, 2021)

In practice, strategic management is not simply an administrative routine, but a dynamic framework that fosters innovation. Continuous curriculum adjustments rely on data analysis and regular evaluation of student achievement. By leveraging the latest technology and teaching methodologies, schools can remain relevant and competitive in the ever-evolving educational landscape. Furthermore, strategic management strategic support Developing the capabilities of teaching staff through training and professional development, thereby creating an adaptive and responsive academic environment to changing times. As a result, curriculum implementation is not simply a matter of following regulations but rather creates meaningful and sustainable learning experiences for all students. (Mubarok, 2024)

Innovation in Education

Innovation in education is a key element in achieving the successful implementation of an adaptive and relevant curriculum, particularly at IBS Thursina School in Malang. Amidst the dynamics of development, In today's fast-paced world, education must adapt to social, technological, and economic

changes. One important innovation that can be implemented is the integration of information technology into learning. The use of edtech applications, online learning platforms, and digital resources not only increases accessibility but also enriches students' learning experiences. Through the application of project-based and collaborative learning methods, students become not only recipients of information but also active participants in the learning process, fostering critical and creative skills.

Furthermore, innovation in education also demands the development of a curriculum that is responsive to the needs of society and industry. A curriculum that is oriented towards skills and attitudes, such as critical thinking, collaboration, and problem-solving, enables students to be better prepared to face the challenges of the working world. At IIBS Thursina School in Malang, an interdisciplinary approach to teaching can be implemented to provide a more holistic perspective for students, linking theory with practice. Thus, students not only learn academically but also develop character and values that align with the demands of globalization.

One example of innovation that can be implemented is a community-based learning project, where students can interact with their surroundings, conduct hands-on research, and provide solutions to existing problems. This step not only brings students closer to the realities of life but also encourages them to contribute to community sustainability. With these various innovative strategies, IIBS Thursina Malang School is expected to create a learning environment that is dynamic and inclusive, facilitating the formation of a smart, adaptive next generation ready to face future challenges. Through continuous innovation, education can be a significant agent of change, not only for individuals but also for the wider community.

Curriculum Education at IIBS Thursina

The curriculum at IIBS Thursina is the result of a deep reflection on contemporary educational needs and the demands of the global world. Since its inception, IIBS Thursina has undergone significant evolution in its curriculum structure and approach. Initially, the institution focused on developing basic skills, but gradually, its vision expanded to encompass the mastery of critical thinking, creativity, and innovation. This transformation clearly reflects the development of pedagogy which takes into account social dynamics, technology, and rapid scientific developments.

The current curriculum structure at IIBS Thursina is designed to provide a holistic learning experience. It integrates multiple disciplines, blending theory and practice to ensure students not only understand concepts deeply but also apply them in real-world contexts. The

program adopts a project- and problem-based approach, encouraging students to actively engage in the learning process, fostering creativity and collaboration. With a focus on character development and social and emotional competencies, the curriculum aims to produce graduates who are not only academically intelligent but also prepared to contribute positively to society.

In its implementation, IBS Thursina is committed to involving stakeholders, including teachers, parents, and the community, in the curriculum development process. Through open dialogue and ongoing research, the institution ensures that its curriculum remains relevant and responsive to new challenges and opportunities. Thus, the curriculum at IBS Thursina serves not only as a roadmap for students but also as a reflection of the institution's values, which are committed to quality education and the development of innovation.

History And Curriculum Development

The curriculum at IBS Thursina Malang has undergone significant transformation since its founding. From the outset, the curriculum was designed to meet holistic educational needs, combining both normative and innovative aspects. Initially, the curriculum emphasized method teaching Conventional education, which places greater emphasis on mastering theory without involving practical aspects relevant to students' needs. This reflects the current educational mindset, which tended to be static, in which knowledge was separated from its real-world application.

Over time, societal and industrial demands have influenced the development of the curriculum at IBS Thursina. Entering the era of globalization and technological advancement, stakeholders have begun to recognize the importance of innovation in education. Therefore, the curriculum has been updated by integrating a competency-based approach. In this context, the emphasis on learning

Active learning and 21st-century skills are a key focus. The newly created curriculum focuses not only on knowledge transfer but also on critical thinking, creativity, collaboration, and communication skills. This innovation is an effort to equip students with skills relevant to the demands of the times, enabling them to become adaptive and solution-oriented individuals.

The development of the curriculum at IBS Thursina is also influenced by the development of a more inclusive and results-oriented national education policy. An effective evaluation system has been implemented to ensure that the learning process is not only assessed based on final results, but also on the student's learning journey. With this approach, IBS Thursina strives to create a dynamic learning environment that is responsive to social and technological changes, ensuring that every student is able to reach their full potential.

Through its history and consistent, innovation-oriented curriculum development, IIBS Thursina is committed to being a pioneer in relevant and sustainable education in the modern era.

Current Curriculum Structure

The current curriculum structure at IIBS Thursina Malang School is designed to meet students' learning needs and strengthen independence in the learning process. Curriculum ThisIntegrates a competency-based approach, emphasizing mastery of knowledge and skills relevant to the demands of the workplace and society. In an effort to produce graduates who are not only intelligent but also adaptable to change, this curriculum combines strong theoretical aspects with practical applications.

Each level of the curriculum at IIBS Thursina is systematically structured with a diversified curriculum encompassing general education, vocational training, and character development. Subjects such as Mathematics, Science, and English remain core. However, there is also an emphasis on creativity and critical thinking skills, fostered in subjects such as art, information technology, and entrepreneurship. The introduction of new and innovative subjects demonstrates the school's commitment to curriculum renewal, encouraging students to think laterally and find solutions to problems in their environment.

In its implementation, the curriculum structure involves not only educators but also parents and the community to provide constructive input. This collaboration aims to ensure that the education provided aligns with the expectations and needs of the local community. Periodic evaluation and continuous development are integral to the curriculum, allowing for adjustments and refinements to meet the challenges of the times. Thus, IIBS Thursina Malang is not only committed to prioritizing academics but also preparing students to become competitive and adaptive individuals in an ever-changing global world.

Observations and analysis at IIBS Thursina Malang indicate that the implementation of six curricula (Al-Azhar, Cambridge, Madrasah, Merdeka, Madinah, and the Special Tahfiz Curriculum) requires a holistic strategic management approach. The following are key findings:

Multidimensional Curriculum Integration

The simultaneous implementation of six curricula at IIBS Thursina Malang is not done in a partial or parallel manner, but rather through a multidimensional, integrative approach that emphasizes the synchronization of content, values, and learning strategies within a holistic educational system. This approach is designed to ensure a balance between global academic mastery, national student independence, and strengthening Islamic identity.

Each curriculum has a different yet complementary time allocation and pedagogical function.

1.1. Curriculum Independent: Pillar Independence and Values Project

As the main framework (covering approximately 60% of weekly learning time), the Independent Curriculum is used to develop students' character as active and independent learners. The main focus is implemented through:

1. Differentiated learning tailored to students' interests, learning styles, and needs.
2. The Pancasila Student Profile Strengthening Project (P5) is used as a medium for integrating Islamic values.

Concrete examples of P5 implemented at IIBS Thursina Malang include:

1. A social project based on zakat and mutual cooperation, where students design and execute the distribution of basic food packages from the results of zakat and infaq from students and their families.
2. Productive waqf-based food and ecological security projects are linked to the concept of social worship in Islam and the principle of sustainability.

This model demonstrates the successful integration of Pancasila values and Islamic teachings, and makes the Independent Curriculum not only an academic tool, but also a means of developing spiritual and social character.

1.2. Curriculum Cambridge: Strengthening Global Literacy

The Cambridge curriculum is used specifically for the core subjects of Science, Mathematics, and English, with approximately 25% of the time allocated. Implementation is carried out by Cambridge-certified teachers and using official modules adapted contextually.

Student achievement in this curriculum shows significant results:

1. Based on the Cambridge IGCSE Class IX results, the average student score was above Grade B (equivalent to >75%).
2. As many as 30% of students achieved Grade A or A*, demonstrating students' competitiveness in a global context.

To support this success, Cambridge learning is not conducted exclusively, but is often integrated into an Islamic context. For example, in Biology lessons, students are invited to examine the mechanisms of human and natural creation through integration with relevant Quranic verses.

1.3. Al-Azhar, Madrasah, and Medina Curriculum: Foundations of Spirituality and Ethics

These three Islamic curricula are integrated into the daily religious program, which runs from noon to evening. The integration focuses on three main domains:

i. Memorizing the Qur'an

1. The tahfidz program is designed to be progressive and adaptive to students' abilities.
2. The results of the evaluation of the last academic year showed that 70% of students managed to memorize 3–5 juz within a 3-year period, with stable achievement based on the AI-based digital monitoring system (see previous section).

ii. Fiqh and Morals

1. Approach learning using contextual and simulative methods, so that students do not only memorize the law, but understand its application in everyday life.
2. For example, learning about muamalah is carried out through simulations of sharia buying and selling in mini markets prepared by the school, with Islamic recording and contracts.

iii. Arabic

1. Arabic is taught through the Al-Azhar curriculum in Egypt which emphasizes the skills of qira'ah, kitabah, and tafahhum.
2. To strengthen digital literacy, interactive learning applications are used. "Arabi", Which allows students to practice listening and speaking independently outside the classroom.

These three Islamic curricula strengthen the moral, spiritual, and Islamic identity dimensions of students, making them not only have a global perspective but also be firmly grounded in religious values.

1.4. Curriculum Synthesis: Holistic Education Model

The curriculum integration model at IIBS Thursina Malang is not syncretic (mixing content), but rather synthetic-strategic, namely:

3. Each curriculum has a clear role and time.
4. There is an interconnection of values and themes between the curriculum, through designcollaborative learning (e.g.: projects, case studies, simulations).
5. The integration strategy is adapted to the natural development of students and the vision of modern Islamic education.

With this approach, the school has succeeded in forming an educational ecosystem that enables the creation of global students who are faithful, critical, and highly competitive.

2. Strategic Management-Based Implementation Strategy

The curriculum implementation strategy at IIBS Thursina School, Malang, is a critical component in ensuring that educational goals are effectively achieved. In this context, strategic planning is a fundamental first step, requiring all stakeholders, from the principal and teachers to parents, to collaborate in formulating the curriculum's vision and mission. This process involves a detailed analysis of student needs, challenges in the education system, and potential innovations that can be integrated into the curriculum. At this stage, it is crucial to identify clear indicators of success so that curriculum implementation and achievement can be continuously evaluated.

After strategic planning, the curriculum implementation stage becomes the primary focus. In the context of IIBS School. Implementation goes beyond simply teaching subject matter, but also involves the application of innovative teaching methods based on the latest research. The use of technology in the classroom, project-based learning, and differentiated approaches to teaching are examples of strategies adopted to address students' varying learning styles. Administrative and professional support from educational administrators must be emphasized, providing adequate training and resources for educators. Furthermore, feedback from students and parents plays a crucial role in refining the teaching and learning process, providing valuable insights into the effectiveness and acceptance of the current curriculum.

In implementing these two strategies, the involvement of all elements of the school community before and during curriculum implementation creates positive dynamics. The

emphasis on a collaborative culture also contributes to the success of curriculum innovation, where every voice is heard and taken into account in strategic decisions. Ultimately, the curriculum implementation strategy aims to create a responsive, adaptive, and results-oriented educational environment, better preparing students to face future challenges.

In response to the complexities of integrating six applicable curricula, IIBS Thursina Malang implements a managerial approach focused on structural efficiency, human resource optimization, and technology utilization. This approach is manifested in three main aspects: dynamic scheduling, strengthening superior human resources, and utilizing supporting technology.

2.1. Dynamic Scheduling

Thematic Block-Based Scheduling Design

To accommodate the learning needs of six curricula at once (Cambridge, Merdeka, Al-Azhar, Madrasah, Medina, and Internal Curriculum), the school designed a dynamic scheduling system based on thematic time blocks, namely the separation of academic and religious activities based on time in one day:

1. Morning to afternoon (07.00–12.00) focuses on academic learning based on the Cambridge Curriculum and the Independent Curriculum, with subjects such as Mathematics, Science, English, and cross-disciplinary thematic projects.
2. Afternoon to evening (13.00–16.00) is used for character education, strengthening Islam, and tahfidz programs based on the Al-Azhar, Medina, and Madrasah Curriculum.

This model prioritizes a balanced learning rhythm, by avoiding excessive cognitive load at one time, and providing space for mental transition from cognitive to affective-spiritual learning.

Integrative Program: “Friday Project”

As an innovative approach to integrative curriculum management, the school hosts the "Friday Project," a cross-curricular activity that combines science from the Cambridge Curriculum with Islamic ethical and spiritual values from the Madinah Curriculum. Examples of this include:

1. Biological experiments on cell structure or the creation of living creatures are combined with the study of relevant verses of the Koran, such as Surah

Al-Mu'minun verses 12–14 about the creation of man.

2. A reflective discussion on the ethics of using science in the context of monotheism and moral responsibility.

This activity not only strengthens the relationship between the curriculum, but also forms an integrative mindset in students, namely the ability to connect worldly knowledge and divine values.

2.2.Superior Human Resources

Dual Teacher Competence as a Core Strategy for Success implementation curriculum integrated in IIBS Thursina Malang very determined by the quality and capacity of human resources. Currently, 90% of the teaching staff at this school have dual competencies, namely:

1. Academic competence, especially in teaching subjects based on the Independent Curriculum and Cambridge.
2. Religious competencies, such as the ability to read and memorize the Qur'an, as well as teaching interpretation, jurisprudence, and morals.

Teachers with a background in Islamic boarding schools or formal Islamic education are given additional training in science-based learning approaches and international curricula. Conversely, academic teachers receive spiritual strengthening and Islamic training.

Cross-Curriculum Training

Every semester, the school holds a cross-curriculum training program designed to increase teachers' capacity in designing integrated lesson plans and developing collaborative learning methodology. This training includes:

1. Strategies for integrating Islamic themes into science or social studies.
3. Assessment techniques that combine formative-summative with character indicators.

International Collaboration

As part of its quality improvement efforts, the school collaborates with two main

institutions:

1. Al-Azhar Cairo: To strengthen the Islamic aspects and methodology of tahfidz and tafsir.
2. Cambridge Assessment International Education: For the development of curriculum standards, teaching modules, and teacher training by Cambridge-certified trainers.

This collaboration aims to produce teachers who are not only pedagogically competent, but also able to bridge the global educational vision and local Islamic values.

2.3. Supporting Technology for Utilizing the “SekolahMu” Platform

To ensure effective learning integration and monitoring, IIBS Thursina Malang uses the digital platform "SekolahMu" as its Learning Management System (LMS). This platform functions to:

1. Track student achievement in the Merdeka and Cambridge curriculum in real-time.
2. Integrate formative and summative assessment results records into individual student dashboards.
3. Facilitating communication between teachers, students, and parents in one digital ecosystem.

With this system, teachers can quickly evaluate student progress and adjust learning strategies adaptively.

AI-Based Assessment System

As an innovation in religious education, the school implemented an AI system to assess Quran memorization. This system works as follows:

1. Record the student's memorized voice and compare it with the reference voice data (standard qira'ah model).
2. Provides direct feedback regarding letter pronunciation, reading errors, and fluency.
3. Record student progress over time, so that teachers and parents can monitor development quantitatively.

This system has been proven to accelerate the process of identifying weaknesses in

memorization and encourage students to improve independently. Furthermore, this technology supports individualized learning, which aligns with the principles of the Independent Curriculum.

3. Operational Challenges

The simultaneous implementation of six curricula at IIBS Thursina Malang requires a management system that is not only adaptive but also resilient in facing various operational challenges. In the context of management strategic education, These challenges arise as a consequence of the complexity of curriculum integration stemming from the background national and international. The three main challenges identified include: conflicting assessment standards, student cognitive load, and institutional budget pressures.

3.1. Conflict of Assessment Standards

One of the fundamental challenges in implementing a dual curriculum is the differing paradigms in learning evaluation systems. The Independent Curriculum implemented by the Indonesian government promotes a formative assessment approach, namely, assessment that is diagnostic, occurs throughout the learning process, and is oriented towards individual student growth and development. This assessment involves self-reflection, thematic projects, performance observation, and portfolios.

In contrast, the Cambridge Curriculum, as a representative international curriculum, relies on summative assessment, which is an evaluation based on final learning outcomes measured through standardized exams such as Cambridge Checkpoint, IGCSE, and A-Level. This summative assessment tends to be quantitative, focuses on globally comparable academic outcomes, and demands competency achievement in multiple-choice and essay formats.

This conflict creates a gap between learning practices and assessment strategies, both for teachers and students. Teachers face the dilemma of designing appropriate and fair evaluation methods for the entire curriculum, while students struggle to adjust to two fundamentally different evaluation systems.

To address these challenges, the school developed a hybrid assessment rubric. This rubric synergizes aspects of the learning process.

and products by designing evaluation criteria that include:

2. Formative dimensions, such as active participation, involvement in projects, and self-reflection skills.

1. Summative dimension, in the form of academic achievement through final unit or semester exams according to Cambridge standards.

The rubric is developed by a cross-division curriculum team through a curriculum mapping process, which involves mapping the alignment between the Learning Outcomes (CP) of the Independent Curriculum and the Cambridge Learning Objectives. This method enables schools to create an assessment system that is not only comprehensive but also maintains the integrity of each curriculum.

3.2. Students' Cognitive Load

The requirement to simultaneously follow national, international, and religious curricula creates academic and psychological pressure for students. An internal survey conducted by the Guidance and Counseling team indicates that approximately 35% of students experience difficulty balancing the academic demands of the Cambridge and Merdeka Curricula with the Quran memorization (tahfidz) targets of the Al-Azhar and Medina curricula. This pressure is particularly severe for middle and final year students (grades IX and XII) who face final exams, Cambridge certification, and high memorization targets.

Symptoms include decreased motivation to learn, mental fatigue, difficulty concentrating, and increased anxiety around exams or memorization assessments. If left untreated, these conditions can impact the quality of the learning process and students' mental health.

To address this, the school implemented the "Mindfulness Qiyamul Lail" program, a spiritual and psychological approach developed based on Islamic principles of spiritual balance. The program consists of three main elements:

1. Qiyamul Lail in congregation: Night worship is performed collectively every week, with the content of dhikr, muhasabah, and tilawah.
2. Self-reflection session: After worship, students are directed to do *self-reflection* towards learning experiences and personal life.
3. Mindfulness breathing and breathing exercises: Included as part of evening activities

Initial evaluation of the program showed a reduction in academic stress levels of

approximately 20% based on questionnaire data and in-depth interviews with participants. This underscores the importance of a holistic approach to learning management, integrating spiritual and psychological dimensions.

3.3. Budget and Resource Pressures

Implementing an internationally standardized curriculum requires significant investment, including licensing, teacher training, and the provision of learning resources. Internal school financial data shows that approximately 40% of the total annual budget is allocated to Cambridge Curriculum licensing and certified teacher training.

These costs include:

1. Registration as a Cambridge International School
2. Procurement of official teaching materials and laboratory equipment according to standards.
3. Teacher training and certification must be renewed periodically.
4. Student international exam fees.

The large budget allocation poses challenges in maintaining the financial balance of school operations, especially in financing other programs such as internal scholarships, improving infrastructure, and Islamic development programs.

As a management strategy, the school established a special division for partnership development and alternative funding, tasked with fostering collaboration with educational donor agencies, international partners, and parents. Furthermore, the school has developed a cross-subsidy scheme and academic scholarships for high-achieving students to maintain inclusivity without sacrificing curriculum quality.

4. Outcomes and Impacts of Multidimensional Curriculum Implementation

The implementation of a strategic and integrated multidimensional curriculum at IIBS Thursina Malang has demonstrated significant concrete results, both in academic and non-academic aspects, as well as in strengthening the institution's reputation. This impact evaluation was conducted through quantitative and qualitative approaches, involving internal school data, feedback from stakeholders (students, teachers, and parents), and graduate tracer study results.

4.1. Academic Impact

Student academic performance has improved significantly in the last three years, as demonstrated by two main indicators:

i. National Unit Index Value (NISN)

National assessment results show that IIBS Thursina Malang has an average National Science Grade Point Average (NISN) of 86.5, well above the national average of 78.2. This score reflects the success of the differentiated learning approach in the Independent Curriculum and the successful mastery of science and mathematics materials through the Cambridge Curriculum.

ii. Graduate Absorption in International Universities

As many as 85% of the latest graduating class were accepted into renowned international universities in progressive Islamic educational countries, such as:

1. Al-Azhar University, Cairo (Egypt)
2. International Islamic University Malaysia (IIUM)
3. Istanbul University And Marmara University (Türkiye)

This high absorption rate reflects the successful synergy between global academic mastery, English and Arabic language skills, and a strong Islamic identity.

4.2. Non-Academic Impact

In addition to academic achievement, curriculum integration also has a significant impact on character building, social engagement, and reducing negative student behavior.

i. Social Activism and Preaching

As many as 80% of students actively participate in da'wah and community service programs, which are part of the contextual learning of the Madinah Curriculum and the P5 Merdeka Curriculum project. Some prominent activities include:

1. Podcast Islam: Student producing podcast-based Islamic preaching content in three languages (Indonesian, English, and Arabic), which is broadcast through the school's

YouTube channel.

2. Community Health Socialization: Grade IX students are involved in a family stunting and nutrition education program, in collaboration with a local community health center, as a form of integration between science (Cambridge Biology) and Islamic values about maintaining health (*ḥifz al-nafs*).

This activity not only improves students' soft skills in public communication and leadership, but also serves as a means of instilling Islamic values in the social sphere.

ii. Strengthening Character and Discipline

Evaluation of student behavior shows a 20% decrease in cases of disciplinary violations since the implementation of the integration of the Madinah Curriculum-based moral curriculum, especially in learning adab, *fiqh muamalah*, and daily habits.

Strengthening of moral values is carried out systematically through:

1. Contextual and simulative learning (for example, practicing greetings, table manners, and transaction ethics).
2. Periodic affective evaluation with the involvement of homeroom teachers and guidance counselors.
3. Islamic mentoring program that combines faith development, morals and social control.

4.3.Improving Institutional Reputation

The successful implementation of the multidimensional curriculum has also impacted the image and public trust of IIBS Thursina Malang. New student enrollment data shows:

3. The number of applicants has increased by 50% in the last two years, especially from parents who want a combination of international standard education and strong Islamic guidance.
4. Prospective students come not only from Greater Malang, but also from outside the province, including Jakarta, Kalimantan and Sulawesi.

The unique curriculum integration model that combines the Merdeka, Cambridge, Al-Azhar, Madrasah, and Medina Curriculum is a differentiating factor that strengthens the school's competitive position at the national level.

4.4. Reflections and Implications

These findings indicate that strategic management in multidimensional curriculum integration is not only effective in improving the quality of education holistically, but also produces real impacts in:

1. Improve academic achievement and global competitiveness.
2. Strengthening students' spiritual, social, and leadership character.
3. Enhancing institutional value as an Islamic school based on an international curriculum.

Therefore, the Thursina model can be a national reference for the integration of Islamic education with global standards in a harmonious and applicable manner.

DISCUSSION

The implementation of six curricula at IIBS Thursina Malang confirms that strategic management based on a local-global context can create an inclusive and competitive educational ecosystem. The following analysis of the findings:

1. Curriculum Integration as a Differentiation Strategy

In an increasingly competitive educational environment, IIBS Thursina Malang has adopted a curriculum-based differentiation strategy called "Glocal Curriculum Integration" — an innovative approach that harmoniously combines global curricula and local values. This strategy is not merely an administrative unification, but a substantive curriculum reengineering aimed at producing graduates with global skills and Islamic spiritual strength.

1.1. Theoretical Basis: Hybrid Curriculum

This model aligns with the Hybrid Curriculum theory developed by Hargreaves (2019), which emphasizes the importance of creating an adaptive blended curriculum that combines international standards with local contexts. At IIBS, international curricula such as Cambridge serve as driving forces for global literacy in science, mathematics, and languages, while the Madrasah and Medina curricula strengthen students' values, morals, and

spirituality.

This integration isn't achieved by cramming all the content in at once, but rather by aligning time, learning objectives, and evaluative approaches. For example, the allocation of learning time is structured so that:

1. 30% is allocated for religious programs (tahfiz, fiqh, akhlak, Arabic) without reducing academic achievement.
2. The morning session focuses on the academic curriculum (Cambridge and Merdeka), while the afternoon and evening sessions are optimized for the Islamic curriculum.

This strategic decision is inseparable from the principal's transformational leadership, which translates the integrated education vision into flexible and solution-oriented operational policies. This leadership emphasizes cross-curriculum collaboration and empowers teachers as interdisciplinary learning designers.

1.2. The Role of the Independent Curriculum as a Catalyst

The Independent Curriculum is being intelligently utilized as a catalytic platform to unify various curriculum dimensions. One key instrument is the Pancasila Student Profile Strengthening Project (P5), which serves as a platform for integrating Islamic values into project-based thematic learning.

A concrete example of this integration is the sharia entrepreneurship project, where students are asked to design and run a small business by:

1. Digital-based business model.
2. Simulation of contracts and transactions according to the laws of Islamic jurisprudence
3. Evaluation of socio-economic impact through the lens of zakat and Islamic financial ethics.

This approach enables students not only to understand modern economic and business theories, but also to internalize them.

Islamic values in real-life practice. This makes IIBS's differentiation strategy not merely

jargon, but a systemic, measurable, and relevant curriculum practice.

2. Role Technology in Management Curriculum Complexity

The implementation of six different curricula presents complex challenges in terms of synchronization, achievement monitoring, and learning content management. To address this, IIBS Thursina Malang utilizes technology as a primary tool in digital curriculum management, in line with the Digital Curriculum Management concept proposed by Selwyn (2021).

2.1. “YourSchool” Platform: Integrated Management

The "SekolahMu" digital platform serves as a central hub for integrating learning achievement data from the Merdeka Curriculum, Cambridge Curriculum, and Madrasah Curriculum. Through this system, teachers and curriculum managers can:

1. Track each student's learning progress in real-time.
2. Monitoring synchronization inter-curriculum, such as the suitability of competencies between subjects taught from various curricula.
3. Avoid content redundancy through integrated syllabus mapping that shows intersections and differences between curriculum standards.

For example, when statistics is taught in a Cambridge mathematics course, the teacher simultaneously integrates exercises on zakat and infaq data analysis from religious studies (Madinah). This is done by:

1. Using tools like Microsoft Excel or Google Sheets to visualize data.
2. Incorporating Islamic contexts such as nisab and mustahiq as variables in statistical questions.

2.2. Evaluation Automation and Learning Personalization

Digital systems also support automation in:

1. AI-based assessment for Quran memorization (through voice-recognition feature).
2. Mapping students' interests and talents based on their activities in projects, subjects, and extracurricular activities.

This data management is the foundation for schools to:

1. Designing differential learning.
2. Provide personal and adaptive feedback to each student.
3. Conduct early intervention for students who show learning difficulties or deviations from achievement targets.

2.3.Strategic Implications

The combination of flexible curriculum design and adaptive digital technology enables IBS Thursina Malang to manage the complexity of multiple curricula efficiently and productively. This provides the school with:

1. Structural strength to ensure program sustainability.
2. A competitive advantage that is difficult to imitate by other schools that only rely on one curriculum system.
3. Predictive capabilities through data analysis for long-term planning long.

With this approach, IBS Thursina has not only succeeded in creating an integrative and dynamic learning system, but also demonstrated that values-based and technology-based curriculum innovation can be a superior strategy in the global Islamic education ecosystem.

3. Challenge

The implementation of the educational curriculum at IBS Thursina School in Malang faces various challenges that can be grouped into two main categories: internal and external barriers. Internal barriers often originate from within the organization itself. For example, teachers' lack of understanding and skills in implementing curriculum innovations can hinder the efficiency of the teaching process. When educators lack a deep understanding of the new approaches incorporated into the curriculum, they tend to revert to traditional methods that may not align with the goals of the innovation. Furthermore, weak managerial support is also an issue, where a lack of resource allocation, both in terms of time and funds, can lead to suboptimal curriculum implementation. Something that is often overlooked is the influence of student attitudes and motivation; when students are less motivated to engage in innovative

learning processes, this will also affect the outcomes of curriculum implementation.

In contrast, external barriers stem from factors beyond the school's control, such as continuous changes in educational policies. Inconsistent policies or policies that do not support innovation have the potential to create confusion and uncertainty in curriculum implementation. Furthermore, the social and cultural environment surrounding the school, such as the demands of

Community involvement can also influence curriculum implementation. A community's reluctance to embrace new approaches to education can create resistance to change. Another often overlooked factor is the development of information technology; schools' inability to utilize new technologies can lead to gaps in access to quality and relevant education. Addressing this challenge requires a strategic approach that involves all education stakeholders, from teachers and school management to parents and the wider community, to create a conducive environment for curriculum innovation.

a. Internal Barriers

During the curriculum implementation process at IIBS Thursina School in Malang, various internal obstacles emerged as significant challenges in achieving optimal educational goals. One of the biggest obstacles faced was the lack of understanding and commitment from educators to the innovative values and principles embodied in the new curriculum. This lack of understanding can lead to decreased teacher motivation in implementing more innovative and effective teaching methods, resulting in learning that does not proceed as expected. Furthermore, the paradigm difference between teachers who have long taught with traditional methods and new, more interactive approaches also creates gaps in curriculum implementation.

Another factor contributing to internal barriers is limited resources, both in terms of facilities and teaching materials. With the curriculum requiring modern learning equipment,

Despite the need for innovative and innovative tools, schools sometimes face financial constraints that limit the purchase or maintenance of these devices. Inadequate training for teaching staff further exacerbates this situation; without adequate training, teachers may not be able to optimally utilize new methods or technologies introduced into the curriculum. Furthermore, cumbersome internal bureaucracy sometimes slows down the decision-making process, hindering the rapid implementation of innovations that could improve the quality of

education.

Inefficient management of administration and curriculum development can also be a significant obstacle. The lack of a clear and planned structure for implementing a new curriculum can lead to confusion among educators and students. Finally, resistance to change from various stakeholders in the school's educational ecosystem, including parents, can exacerbate the situation. Overcoming these internal barriers requires a strategic approach that includes ongoing external training, more efficient budget adjustments, and the creation of a school culture that supports innovation and collaboration between educators, students, and parents, all of which contribute to a more productive and responsive learning environment.

b. External Barriers

In implementing the educational curriculum at the IIBS Thursina School in Malang, there are a number of external obstacles that can influence the effectiveness of the innovation being promoted. The first is regulatory factors and educational policies which often change. Inconsistent government policies

Frequent or frequently updated curriculum can create uncertainty for schools in designing and implementing curriculum. For example, changes in national curriculum standards that require schools to shift from a competency-based to a project-based learning approach require adaptations that affect not only teaching materials but also teaching and evaluation methodologies. Furthermore, ignoring local needs in national policies can make existing curricula less relevant to local community contexts.

Furthermore, external challenges arise from economic pressures, which can impact school budget expenditures. With limited funding, schools are often unable to provide adequate facilities, quality educational resources, or the necessary training for teachers to implement curriculum innovations. For example, the inability to access the latest educational technology, such as interactive learning software or online education platforms, can limit the teaching methods that can be implemented. Furthermore, the presence of private institutions or other schools offering similar curricula with better facilities or lower fees can create competition that is detrimental to the establishment of IIBS Thursina. This not only affects the school's attractiveness to prospective students but can also burden the morale and motivation of teaching staff who feel they must compete with limited resources.

The negative stigma surrounding formal education from society is also an external barrier that needs to be addressed. If society views education as a burden and doesn't add

value to children's futures, their enthusiasm for education will be dampened.

Participation in proposed curriculum innovations can be low. In this context, parental and community involvement in supporting the designed programs will also decrease, thus hampering schools' efforts to implement innovative and relevant curricula. Therefore, understanding these external barriers is crucial for schools to formulate effective strategies to address these challenges.

4. Theoretical and Practical Implications

4.1. Theoretical Implications

This research expands the framework of thinking in the study of strategic management of education by including cultural and spiritual variables into the strategic analysis model which has been dominated by rationalistic approaches, such as SWOT (Strengths, Weaknesses, Opportunities, Threats).

In particular, findings at IIBS Thursina Malang show that the dimension of strength (S) lies not only in academic or technological capacity, but also in symbolic and spiritual capital, such as:

1. Institutional connections with global religious networks such as Al-Azhar University (Egypt).
2. Strong social legitimacy among middle-class Muslim communities.

The addition of this dimension enriches the literature on strategic educational management by offering an alternative, contextual framework, particularly for faith-based institutions in Muslim-majority countries. This model suggests that "value" can be a strategic resource equal to, or even superior to, economic or technological assets.

4.2. Practical Implications

From an implementation perspective, the multidimensional curriculum model developed at IIBS Thursina has the potential to be replicated in other schools with similar characteristics, as long as it meets the following three pillars of readiness:

i. Integrated Curriculum Team Structure

Schools need to form a Cross-Disciplinary Curriculum Team consisting of:

1. Religious experts (sharia, fiqh, tahfiz)
2. Educator from field science and humanities.
3. Learning technology practitioner.

This team is not only tasked with compiling the syllabus, but also designing integrative projects and cross-subject assessment rubrics that reflect the harmony between spiritual values and academic achievements.

ii. Teacher Competency Mapping

One of the keys to successful hybrid curriculum implementation is teacher capacity. Therefore, schools need to adopt a system:

1. Dual Competency Certification, namely the ability to teach both academic and religious fields.
2. A periodic training program based on cross-curriculum training, where mathematics teachers learn the sharia context, and vice versa.

This step ensures that the learning process is not fragmented, but rather forms a complete narrative within the student.

iii. Strategic Partner

Connections with curriculum validation institutions, both international and religious, serve as a pillar of external legitimacy. For example:

1. Cambridge Assessment International Education as a global academic pathway certifier.
1. Al-Azhar Cairo and the Indonesian Ministry of Religion as partners in developing Islamic education content and methods.

Collaboration kind of Thisenabling schools not only to have dual certification but also adaptive flexibility to the needs of global and local communities.

5. Contribution to Education Policy

The findings in this study provide a substantive contribution to the discourse and direction of national education policy, particularly in the context of inclusive and contextual curriculum reform.

5.1. Redefinition of the National Curriculum

The national curriculum needs to be more adaptive to the diversity of educational institutions, including faith-based schools that simultaneously address spiritual, global, and national curriculum needs. This includes:

1. Formal recognition of alternative and international curricula.
2. Flexibility in the development of local and religious content within the core curriculum.

In this context, the Independent Curriculum has been an appropriate first step. However, implementing regulations still need to be strengthened so that schools can develop local-religious curriculum contexts legally, systematically, and standardized.

5.2. Dual Certification Regulation

Based on model IIBS, policy the future government should:

1. Facilitate dual certification, namely simultaneous recognition of national and international curriculum achievements (e.g. IGCSE, IB, etc.).
2. Push interoperability curriculum, so that subjects from foreign curricula can be converted into the national evaluation system.

This policy will expand graduates' access to global higher education, without neglecting their Islamic roots and national values.

5.3. Support to Curriculum Integrated Religion

The government also needs to create funding and training mechanisms to support:

1. Integration of Islamic content into thematic learning projects (e.g. P5).
2. Value-based interdisciplinary learning (value-based education).

3. Development of an AI-based digital platform compatible with memorization and moral assessment, as a complement to cognitive assessment.

CONCLUSIONS AND SUGGESTIONS

Conclusion

In an effort to understand the complexity of strategic management in the innovation of educational curriculum implementation at IIBS Thursina School, Malang, several important findings can be concluded. First, awareness of the need for adaptation and innovation in the educational curriculum is key to facing global challenges. This school has implemented a proactive strategic management approach, which allows them to identify and develop potential new innovations in education that are relevant to student needs and societal developments. By emphasizing collaboration between educators, management, and other stakeholders, IIBS Thursina Malang has successfully created an environment that supports innovation.

Second, the effectiveness of curriculum implementation depends not only on its design but also on a dynamic and flexible delivery process. Through the application of technology and innovative teaching methods, this school has demonstrated that a well-designed curriculum can function optimally, creating a more engaging and immersive learning experience for students. The emphasis on continuous evaluation and adaptation to student feedback and the latest developments in education helps ensure that the methods used remain relevant and effective.

Ultimately, to achieve a broader vision in education, strategic management must be continuously complemented by research-based practices. This includes teacher training, professional development, and the use of data as a tool in decision-making. This initiative not only strengthens IIBS Thursina Malang's position as an innovative educational institution but also contributes more broadly to strengthening the Indonesian education system. Considering these aspects, it can be concluded that strategic management in curriculum implementation innovation at IIBS Thursina Malang is not merely an administrative approach, but rather a progressive step toward a more inclusive and high-quality education. able to establish clear quality standards and develop strategic plans to achieve desired goals. Steps taken include improving infrastructure, providing adequate facilities and equipment, and training teaching staff to implement best practices in the learning process.

Suggestion

Strengthening the Integrated Monitoring and Evaluation System

A more adaptive monitoring system is needed to assess the effectiveness of the integration of the six curricula. Schools are advised to design holistic performance indicators and regularly integrate feedback from students, teachers, and parents to ensure the achievement of strategic goals and improve the quality of learning.

Improving Teacher Capacity through Cross-Curriculum Certification

Schools need to consistently provide dual-competency training and certification for educators, encompassing both academic and religious expertise. This step is crucial to ensure that teachers are able to design cross-curricular learning with an integrative, relevant approach that meets current needs.

Optimizing the Role of Technology in Learning and Assessment

Although the use of technologies such as the "SekolahMu" platform and AI-based assessments has begun, schools are advised to continue developing technologies based on adaptive learning and predictive analytics. This can support personalized learning and accelerate the identification and intervention of student learning challenges.

Budget Consolidation and Diversification of Funding Sources

Given the high budget pressures resulting from the need for international curriculum licensing and teacher training, schools need to expand their strategic partnership networks with donor agencies, alumni, and the private sector. Furthermore, cross-subsidy and crowdfunding strategies need to be developed to support development programs without sacrificing quality.

Increasing the Role of Parents and Society

Collaboration with parents and the community can be enhanced through regular communication forums, educational parenting programs, and involvement in community-based project activities. The active participation of these external stakeholders will strengthen the social legitimacy of curriculum innovations and create a more inclusive school culture.

Documentation and Replication of the Multidimensional Curriculum Model

The holistic, contextual, and strategic curriculum integration model at IIBS Thursina Malang needs to be systematically documented as a best practice. This documentation can be used as advocacy material to the government and as a reference for other schools wishing to

implement a similar approach in their respective contexts.

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