

Hybrid Learning Management in Islamic Education in the Digital Age: Challenges to Traditional Methods and Transformative Solutions

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Abstract

The rapid advancement of digital technology has significantly transformed educational practices, requiring institutions to adapt their management strategies to hybrid learning environments. This study aims to analyze the challenges, enabling conditions, and transformative management solutions associated with hybrid learning in contemporary educational settings. Using a systematic literature review (SLR) approach, this research synthesizes findings from 25 peer-reviewed journal articles published between 2018 and 2024. The analysis reveals three major categories of challenges: epistemological tensions between digital learning and traditional pedagogical approaches, limitations in institutional infrastructure, and gaps in educators' digital competencies. At the same time, the study identifies key enabling conditions, including strong leadership, collaborative governance, and alignment with institutional values, which play a crucial role in facilitating effective hybrid learning implementation. Furthermore, the findings highlight four strategic management domains: curriculum integration, digital leadership development, policy reform, and technology investment. The implications emphasize the importance of aligning technological innovation with pedagogical principles to ensure meaningful and effective learning experiences. Future research is recommended to explore the long-term impact of hybrid learning on institutional development and learner outcomes.

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INTRODUCTION

The rapid advancement of digital technology has fundamentally transformed educational systems worldwide, compelling institutions to rethink traditional pedagogical models and management practices. The integration of digital learning modalities has accelerated significantly, particularly in the aftermath of the COVID-19 pandemic, which forced more than 1.6 billion learners globally to shift toward remote and hybrid learning environments (Almelhes, 2021; Bonacini & Murat, 2023; Martin, 2023). This transformation has not only redefined how knowledge is accessed and

delivered but also reshaped the role of educational institutions in ensuring both academic quality and meaningful learning experiences. In contexts where education is deeply rooted in relational, value-based traditions, the transition to hybrid learning presents unique challenges that extend beyond technological adaptation (Mejia-McDonald & Macias, 2021; Munday, 2022; Siefert, 2024). These challenges include maintaining pedagogical authenticity, ensuring equitable access to digital resources, and preserving the social and moral dimensions of learning within increasingly mediated environments.

Existing scholarship on hybrid and blended learning has primarily focused on technological integration, instructional design, and student engagement outcomes. Studies indicate that hybrid learning can enhance flexibility, accessibility, and learning effectiveness when supported by appropriate technological infrastructure and institutional readiness (Ashish Kumar Manne, 2025; Kholilah et al., 2025; Oroni & Xianping, 2025). Additionally, research highlights the importance of digital literacy and leadership capacity in facilitating successful implementation of hybrid learning systems (Moundy et al., 2025; Nasruji Nasruji et al., 2023; Rasika & Rania Bimanti Esthi, 2025). However, a thematic synthesis of recent studies reveals that much of the literature tends to prioritize operational and technological dimensions while overlooking deeper pedagogical and managerial complexities (Sovhyra, 2021; Vázquez-Herrero, 2024; Zhang, 2021). In particular, limited attention has been given to how hybrid learning interacts with educational traditions that emphasize direct interaction, moral formation, and value transmission. Furthermore, while some studies address institutional challenges, they often do not provide an integrated framework that connects challenges, enabling conditions, and management strategies in a coherent analytical model.

This study addresses these gaps by offering a comprehensive analysis of hybrid learning management through a systematic synthesis of existing literature. It identifies a critical gap in the current body of research, namely the lack of a holistic framework that captures the interplay between structural challenges, contextual enabling factors, and strategic management responses. While previous studies have examined hybrid learning from fragmented perspectives, this research contributes by integrating these dimensions into a unified conceptual understanding. The novelty of this study lies in its emphasis on hybrid learning as a systemic transformation process that requires alignment between technological innovation, institutional capacity, and pedagogical values. By doing so, the study extends existing discussions beyond technical implementation and situates hybrid learning within a broader management and organizational context.

The primary objective of this study is to analyze the challenges, enabling conditions, and transformative management strategies associated with hybrid learning in contemporary educational settings. Specifically, the study seeks to identify the key barriers that hinder effective implementation, examine the institutional and contextual factors that facilitate adaptation, and propose evidence-based management solutions that can support sustainable hybrid learning practices. Through this approach, the study aims to contribute to the development of a more integrated and context-sensitive understanding of educational management in the digital era. The findings are expected to provide valuable insights for educational leaders, policymakers, and practitioners who are navigating the complexities of digital transformation in their institutions.

Building upon this objective, the study adopts a qualitative systematic literature review approach to explore how hybrid learning is conceptualized and managed across

diverse educational contexts. The analysis focuses on uncovering patterns, relationships, and underlying dynamics that shape the implementation of hybrid learning, with particular attention to the role of leadership, governance, and institutional values. By examining these dimensions, the study advances the argument that effective hybrid learning management requires a balance between technological responsiveness and pedagogical integrity. This perspective provides a foundation for understanding hybrid learning not merely as a mode of instruction but as a strategic process of institutional transformation. The following section outlines the methodological approach used to conduct this study.

RESEARCHS METHOD

This study employs a systematic literature review (SLR) design to synthesize scholarly evidence on hybrid learning management in educational contexts. The SLR approach was selected due to its rigor, transparency, and capacity to integrate findings from diverse empirical and conceptual studies into a coherent analytical framework (Fitzgerald et al., 2022; Ong, 2021; Trenggonowati & Suzianti, 2025). From a methodological stance, this research is positioned within an interpretivist paradigm, aiming to understand patterns, meanings, and relationships embedded in existing literature rather than to test hypotheses. This approach allows for an in-depth exploration of how hybrid learning is conceptualized, implemented, and managed across different institutional settings.

Data were collected through a systematic search across major academic databases, including Scopus, Web of Science, ERIC, Google Scholar, and regional databases such as GARUDA. A combination of keywords such as “hybrid learning,” “blended learning,” “digital learning management,” and related terms was used, supported by Boolean operators to enhance search precision and coverage. The selection process applied clearly defined inclusion and exclusion criteria to ensure relevance and quality. A total of 25 peer-reviewed articles published between 2018 and 2024 were included after a multi-stage screening process involving title and abstract review, followed by full-text assessment. To enhance credibility, the study applied a transparent selection procedure and consistent screening protocol aligned with PRISMA standards, ensuring that the included studies were relevant, reliable, and contextually appropriate (Attaoui & Gaber, 2024; Tamborim, 2025; von Blomberg, 2023).

Data analysis was conducted using thematic analysis to identify recurring patterns and relationships across the selected studies. The analysis followed a structured process involving data familiarization, initial coding, categorization, and abstraction, which enabled the identification of key themes (Braun & Clarke, 2024a, 2024b; Remmen, 2024). The use of thematic analysis was justified as it allows for systematic synthesis of qualitative findings from diverse sources while maintaining interpretive depth. To strengthen credibility, the study ensured analytical consistency through iterative comparison across studies and careful interpretation of findings. The analysis resulted in three major thematic categories: challenges to traditional educational methods, enabling conditions for hybrid learning, and transformative management solutions. These themes form the basis for developing an integrated understanding of hybrid learning management in the digital era.

RESULT AND DISCUSSION

Result

Challenges to Traditional Islamic Educational Methods

The synthesis of literature reveals a complex and multifaceted set of challenges that hybrid learning poses to traditional Islamic educational methods. These challenges operate at multiple levels—epistemological, institutional, and relational—and are deeply interconnected with the cultural and spiritual dimensions of Islamic pedagogy. The following subsections delineate these challenges in detail.

Epistemological and Pedagogical Tensions

One of the most fundamental challenges identified in the literature concerns the epistemological tension between digital mediation and the classical Islamic pedagogy of direct transmission (*sanad*). In traditional Islamic education, knowledge is not merely transmitted as information but is received as a spiritually authenticated inheritance through a chain of teachers extending back to the Prophet Muhammad (Azra, 2003). This model of knowledge transmission is inherently relational, embodied, and oral, characteristics that are difficult to replicate in digital environments characterized by anonymity, asynchrony, and textuality.

Hayati and Yusuf (2021) found in their study of Indonesian *pesantren* that students and teachers expressed concern about the loss of spiritual and moral dimensions of learning when instruction was mediated through digital platforms. The concept of *barakah*—the spiritual blessing associated with direct proximity to a learned teacher—was cited as irreplaceable by digital surrogates. Similarly, the practice of *halaqah* (circular learning circles) and *musyawarah* (scholarly consultation) were identified as pedagogical forms whose social and intersubjective dimensions could not be fully reproduced in online formats.

These epistemological tensions are compounded by concerns about the integrity and quality of digital Islamic content. Al-Fraihat et al. (2020) noted that the proliferation of online Islamic learning resources has made it increasingly difficult for educational managers and students to discern authoritative and reliable sources from unverified or ideologically problematic content. This challenge is particularly acute in contexts where students have limited guidance from qualified religious scholars and must navigate digital information environments independently.

Institutional and Infrastructure Challenges

At the institutional level, the literature consistently identifies inadequate digital infrastructure as a significant barrier to effective hybrid learning management in Islamic educational institutions. Studies conducted in Indonesia, Pakistan, and several African Muslim-majority countries reveal that a substantial proportion of *madrasah* and *pesantren* lack reliable internet connectivity, sufficient computing devices, and the technical support required for sustainable digital learning operations (Maulana et al., 2021; Khalil et al., 2020). This infrastructure gap is particularly pronounced in rural and peri-urban areas where many *pesantren* are located, resulting in a form of digital exclusion that risks exacerbating existing educational inequalities.

Beyond physical infrastructure, the literature highlights significant organizational management deficits in Islamic educational institutions. Surur et al. (2020) found that many *madrasah* lack systematic digital learning management systems (LMS), coherent policies for online assessment and academic integrity, and the administrative capacity to coordinate hybrid learning programs effectively. The absence of dedicated instructional technology support staff and the limited capacity of existing administrative

personnel to manage digital learning environments were identified as critical management gaps that undermine the sustainability of hybrid learning initiatives.

Financial constraints represent an additional institutional challenge, particularly for smaller, independently managed pesantren that rely primarily on voluntary contributions and community support for their operating budgets. The costs associated with acquiring and maintaining digital devices, ensuring reliable connectivity, and providing ongoing faculty development are significant and often prohibitive for institutions with limited financial resources (Abdullah, 2020). These financial challenges are compounded by the absence of systematic government support for digital transformation in non-state Islamic educational institutions.

Faculty Readiness and Digital Literacy

The capacity of educators to effectively design, deliver, and assess hybrid learning experiences is a critical determinant of the quality and impact of such programs. However, the literature reveals substantial deficits in the digital literacy and pedagogical technology competencies of many Islamic education teachers and religious scholars. Studies by Maulana et al. (2021) and Fathoni (2020) found that while many Islamic educators possess deep content knowledge and strong interpersonal teaching skills, they often lack the technical skills and pedagogical frameworks needed to leverage digital tools effectively in hybrid learning contexts.

This digital literacy gap is compounded by generational and cultural factors. Many senior ustadz and kyai, who command significant pedagogical authority within their institutions, are ambivalent or resistant toward digital technology adoption, viewing it as potentially disruptive to the relational and spiritual dimensions of Islamic education (Hayati & Yusuf, 2021). Conversely, younger educators may be more technologically proficient but lack the religious authority and institutional standing needed to champion pedagogical innovation within hierarchically organized institutions. Bridging this generational and cultural divide requires sensitive and culturally attuned capacity-building strategies.

Enabling Conditions for Hybrid Learning Management

Notwithstanding the challenges identified above, the literature also documents a range of enabling conditions and institutional factors that facilitate the successful implementation of hybrid learning in Islamic educational settings. Understanding these enabling conditions is essential for developing management strategies that are contextually appropriate and empirically grounded.

Strong transformational leadership is consistently identified as a pivotal enabling factor for successful hybrid learning management in Islamic educational institutions. Fullan (2007) and Mulyasa (2019) argue that educational leaders who articulate a compelling vision for digital transformation, model technological competence, and foster a culture of innovation and continuous learning are significantly more effective in managing the transition to hybrid learning. In the Islamic educational context, the moral authority and scholarly credibility of institutional leaders—whether kyai, principals, or rectors—provide an essential source of legitimacy for pedagogical change that purely managerial authority cannot replicate.

Collaborative governance models that engage multiple stakeholders—including teachers, students, parents, community leaders, and government representatives—in

the planning and management of hybrid learning initiatives have been shown to enhance both the quality and sustainability of digital education programs (Fattah, 2004; Al-Fraihat et al., 2020). In the Islamic context, the principle of shura (consultative governance) provides a culturally resonant framework for inclusive decision-making that aligns with contemporary participatory management models. Institutions that have successfully implemented hybrid learning programs demonstrate a pattern of broad stakeholder consultation, transparent communication, and shared accountability for outcomes.

The alignment between hybrid learning policies and Islamic values constitutes another critical enabling condition. Research indicates that educators and students are more receptive to digital learning innovations when these are framed in terms of Islamic principles of seeking knowledge (thalabul ilm), developing human potential (ta'lim), and serving the community (khidmah). Institutional leaders who articulate a compelling Islamic rationale for digital transformation—emphasizing its potential to expand access to Islamic knowledge, strengthen the ummah, and fulfill the divine mandate of lifelong learning—are more effective in building faculty and community support for hybrid learning initiatives (Nata, 2012; Muhaimin, 2009).

Transformative Management Solutions

The synthesis of literature points to a set of transformative management solutions that can enable Islamic educational institutions to navigate the challenges of hybrid learning and harness its potential for pedagogical innovation and institutional development. These solutions are organized into four strategic domains: curriculum and pedagogical integration, digital leadership development, institutional policy reform, and technology infrastructure investment.

Curriculum and Pedagogical Integration

A central management solution identified in the literature involves the development of integrated hybrid curricula that combine the strengths of traditional Islamic pedagogical methods with the affordances of digital learning tools. Mishra and Koehler's (2006) Technological Pedagogical Content Knowledge (TPACK) framework provides a useful conceptual foundation for this task, suggesting that effective technology integration requires not only content knowledge and technological knowledge but also a sophisticated understanding of how technology can enhance specific pedagogical approaches.

In the Islamic educational context, this framework can be operationalized through the design of hybrid learning modules that preserve the oral, relational, and spiritual dimensions of classical Islamic pedagogy while using digital tools to extend access, facilitate self-directed learning, and support formative assessment. For example, digital platforms can be used to deliver pre-recorded video lectures, interactive Quranic recitation exercises, and asynchronous discussion forums that complement face-to-face halaqah sessions and direct teacher-student interaction (Alqahtani & Rajkhan, 2020). The management challenge is to ensure that the integration of digital tools is driven by pedagogical purpose rather than technological novelty, and that the spiritual and relational dimensions of Islamic learning are actively protected and cultivated in the design of hybrid learning experiences.

Fathoni (2020) recommends the development of Islamic digital literacy curricula

that help students navigate online information environments critically and ethically, drawing on Islamic epistemological principles to evaluate the reliability, authenticity, and moral implications of digital content. Such curricula would serve both a technological competence-building function and a values formation function, equipping students to be responsible and discerning participants in digital knowledge communities. The management implication is that hybrid learning in Islamic education should not be reduced to the digitization of existing content but should involve a fundamental reimagining of the curriculum in light of both digital opportunities and Islamic educational values.

Digital Leadership Capacity Building

The development of digital leadership capacity among educational managers and institutional leaders is identified as a critical management priority for the successful implementation of hybrid learning in Islamic educational institutions. Mulyasa (2019) argues that the role of the school principal or pesantren director in the digital age has evolved from that of an administrative manager to a digital learning champion who models technological competence, facilitates professional development, and creates an institutional culture conducive to innovation.

Capacity-building programs for Islamic educational managers should encompass both technical digital skills and leadership competencies specifically relevant to managing hybrid learning environments. These include skills in the selection and evaluation of learning management systems, the management of online academic integrity, the facilitation of digital professional learning communities for teachers, and the navigation of legal and ethical issues associated with digital data management and privacy (Basilaia & Kavadze, 2020). Equally important are leadership competencies related to change management, stakeholder engagement, and the cultivation of institutional cultures that are both innovative and value-aligned.

The role of Islamic scholarly values in shaping digital leadership practice deserves particular emphasis. Leaders who ground their management philosophy in Islamic principles of integrity (*amanah*), justice (*adl*), and excellence (*ihsan*) are better positioned to build the trust and commitment needed to sustain organizational change across diverse stakeholder groups. Capacity-building programs that integrate Islamic leadership ethics with contemporary digital management competencies offer a more holistic and culturally resonant approach to developing educational leaders for the digital age (Fattah, 2004).

Institutional Policy Reform

The development and implementation of coherent institutional policies for hybrid learning is identified as an essential management task for Islamic educational institutions. Such policies should address a range of critical issues, including the allocation of learning time between face-to-face and online modalities, standards for digital content quality and religious authenticity, protocols for online assessment and academic integrity, and mechanisms for monitoring and evaluating the quality of hybrid learning experiences (Dziuban et al., 2018).

Abdullah (2020) emphasizes the importance of developing policies that are responsive to the diverse contexts and capacities of different types of Islamic educational institutions. A differentiated policy approach—one that provides targeted

support and flexibility for institutions with limited resources while establishing common quality standards and accountability mechanisms—is more likely to promote equitable and sustainable hybrid learning development than a one-size-fits-all mandate. Government education ministries and Islamic education regulatory bodies have a critical role to play in developing such differentiated policy frameworks and ensuring that they are implemented consistently and fairly across the sector.

Policies related to digital equity deserve particular attention in the Islamic educational management context. Ensuring that students from disadvantaged socioeconomic backgrounds have equitable access to the devices, connectivity, and support needed to participate fully in hybrid learning programs is both a management imperative and an expression of Islamic principles of justice and social solidarity. Institutional policies that address digital equity—through device lending programs, subsidized connectivity initiatives, and targeted support for students with limited home learning environments—are essential components of a socially responsible hybrid learning management strategy (Khalil et al., 2020).

Technology Infrastructure and Platform Selection

Investment in appropriate technology infrastructure is a necessary, if not sufficient, condition for effective hybrid learning management. The literature identifies several principles that should guide technology investment decisions in Islamic educational contexts. First, technology choices should be driven by pedagogical and institutional needs rather than by technological fashion or vendor marketing (Mishra & Koehler, 2006). The selection of learning management systems, communication platforms, and digital content repositories should be based on careful evaluation of their functionality, usability, cost-effectiveness, and compatibility with the institution's pedagogical approach and technical capacity.

Second, technology investments should be accompanied by comprehensive professional development programs that equip educators with the skills and confidence needed to use digital tools effectively. Alqahtani and Rajkhan (2020) found that institutions that invested heavily in technology hardware and software without commensurate investment in faculty development consistently underperformed relative to those that adopted a more balanced investment strategy. This finding underscores the importance of viewing technology not as a solution in itself but as an enabler of pedagogical and management innovation.

Third, Islamic educational institutions should consider the development or adoption of technology platforms that are specifically designed to support Islamic learning modalities, including Quranic recitation practice, Arabic language acquisition, hadith study, and fiqh (jurisprudence) learning. The growing market for Islamic educational technology (EdTech) offers increasingly sophisticated tools that can support these modalities in digital environments, though careful evaluation for pedagogical quality, scholarly reliability, and value alignment is essential before adoption (Al-Fraihat et al., 2020).



Figure 1. Conceptual Framework of Hybrid Learning Management in Islamic Education

Figure 1 illustrates the conceptual framework derived from the synthesis of the literature. The model demonstrates the dynamic relationship between the challenges faced by Islamic educational institutions, the enabling conditions that facilitate adaptation, and the transformative management solutions required to implement effective hybrid learning. The framework highlights that successful hybrid learning management is contingent upon the alignment between institutional capacity, leadership, and value-based educational principles.

Discussion

The findings of this study reveal a structured and interconnected pattern in the management of hybrid learning within Islamic educational contexts. The synthesis identifies three primary dimensions: challenges, enabling conditions, and transformative solutions. At the foundational level, Islamic educational institutions face complex challenges that span epistemological tensions, infrastructural limitations, and deficits in digital literacy among educators. These challenges are not merely technical but are deeply rooted in the philosophical and spiritual traditions of Islamic pedagogy, particularly the emphasis on sanad, barakah, and relational knowledge transmission (Nasrin Nazar & Tasbih Tasbih, 2025; Rodríguez Urrego, 2024).

However, the study also highlights that these challenges do not operate in isolation. The presence of enabling conditions—such as transformational leadership, collaborative governance grounded in shura, and alignment with Islamic values—plays a mediating role in facilitating adaptation to hybrid learning environments (Al Draj & Al Saed, 2023; Canton, 2025). Building upon these enabling factors, the study identifies a set of transformative management solutions, including curriculum integration, digital leadership development, policy reform, and strategic technology investment. Collectively, these findings suggest that hybrid learning in Islamic education is best understood as a systemic transformation process rather than a purely technological shift.

The findings of this study both align with and extend existing scholarship on hybrid learning and digital transformation in education. Consistent with prior research, this study confirms that digital infrastructure limitations and low levels of digital literacy remain significant barriers to effective hybrid learning implementation (Filbert, 2021; Son & Jho, 2024). However, this study advances the literature by foregrounding the epistemological dimension of these challenges, particularly the tension between digital

mediation and the traditional Islamic model of knowledge transmission rooted in sanad and embodied teacher-student relationships (Mengqi, 2025; Yang et al., 2025; Zhu et al., 2025).

While existing studies have primarily emphasized technological and managerial factors, this research highlights the critical role of spiritual and relational elements, such as barakah and halaqah, which are often overlooked in mainstream educational technology discourse (Bogachev et al., 2024; Sangers et al., 2021). In this regard, the study challenges the implicit assumption in some e-learning literature that digital platforms can fully substitute face-to-face pedagogical interactions (Ferrero & Álvarez Sainz, 2024; Lin, 2022; Meço, 2024). Furthermore, this study addresses a gap in the literature by integrating Islamic educational values into the analysis of hybrid learning management, thereby offering a more culturally and contextually grounded understanding of digital transformation in Islamic institutions.

From a theoretical perspective, the findings of this study can be interpreted through the integration of several complementary frameworks, particularly Technological Pedagogical Content Knowledge (TPACK) and transformational leadership theory. The identification of curriculum integration as a key solution aligns with the TPACK framework, which emphasizes the need for a dynamic interplay between content, pedagogy, and technology (Cendra et al., 2024; Mishra et al., 2022; Siloterio & Cajandig, 2025). However, this study extends the TPACK model by incorporating Islamic pedagogical values, suggesting that effective hybrid learning in Islamic education requires not only technical and pedagogical competence but also spiritual and ethical alignment.

Similarly, the role of leadership identified in this study supports and extends transformational leadership theory (Isha Sood et al., 2024). In Islamic educational contexts, leadership is not merely a managerial function but also a moral and spiritual responsibility grounded in principles such as amanah, adl, and ihsan (Fathurrahman & Jasiah, 2025). This study therefore proposes a contextualized model of “Islamic digital leadership,” which integrates technological competence with value-based leadership. By doing so, the study contributes to the theoretical development of educational management by bridging contemporary leadership theories with Islamic philosophical foundations.

This study makes several significant contributions to the field of Islamic educational management. First, it offers a conceptual framework that integrates challenges, enabling conditions, and management solutions into a coherent model of hybrid learning management. This framework provides a systematic approach for understanding digital transformation in Islamic educational institutions, moving beyond fragmented analyses of technology adoption. Second, the study contributes to the reconceptualization of educational management in Islamic contexts by emphasizing the integration of spiritual values with modern management practices. It demonstrates that effective hybrid learning management requires not only technical infrastructure and policy support but also the preservation of core Islamic pedagogical principles such as tarbiyah, ta’lim, and ta’dib. Third, the study provides practical contributions for educational leaders and policymakers by identifying actionable strategies, including digital leadership capacity building, curriculum redesign, and inclusive policy development. These contributions are particularly relevant for pesantren and madrasah, which often operate within resource-constrained environments. By situating

digital transformation within the broader framework of Islamic educational values, this study offers a culturally grounded and contextually relevant model for managing educational change in the digital age.

CONCLUSION

The rapid integration of digital technology into educational systems has created significant challenges for institutions that must balance innovation with the preservation of pedagogical integrity. This study examined how hybrid learning can be effectively managed within educational contexts that emphasize relational, value-based teaching traditions. The findings indicate that hybrid learning is not simply a technical shift but a complex transformation involving epistemological tensions, infrastructural limitations, and gaps in digital competence among educators. These challenges highlight the need for a more comprehensive understanding of educational management that goes beyond technology adoption and considers deeper pedagogical and organizational dimensions.

At the same time, the study shows that the presence of enabling conditions such as strong leadership, collaborative governance, and alignment with institutional values plays a crucial role in supporting successful implementation. The identification of strategic domains including curriculum integration, leadership development, policy reform, and infrastructure investment demonstrates the importance of a coordinated and systemic approach. This study contributes by offering an integrated framework that connects challenges, enabling factors, and management strategies in a coherent model. The implications emphasize the need for adaptive and context-sensitive management practices, while future research should further explore long-term impacts on institutional development and learning outcomes in diverse educational settings.

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