

Quality of Continuing Education: Perspective of the Role of Teachers in Learning

Fadila Rizqy Amalia^{1✉},

¹Jember State University, East Java, Indonesia

Abstract:

This study explores the dynamic role of teachers in advancing excellent education and improving sustainable quality. Excellent education is becoming increasingly important in facing the complex and dynamic challenges in the era of globalization. Teachers, as the main agents in education, have a very significant role in creating a learning environment that stimulates, motivates, and challenges students. Through a qualitative approach, this study explores various strategies used by teachers to improve the quality of education sustainably. The research method involved classroom observation, interviews with teachers, and content analysis of the learning materials used. The results showed that dynamic teachers were able to create a classroom atmosphere that promoted student engagement, self-reflection, and the development of critical thinking skills. They also adopted a project-based learning approach, encouraged collaboration between students, and effectively integrated technology into learning. These findings highlight the importance of the role of teachers in creating constructive, relevant, and sustainable learning experiences for students in the modern era without forgetting religious values. The practical implications of this study are the importance of supporting teacher professional development and facilitating the exchange of best practices to improve the quality of education sustainably.

✉Corresponding Author: fadilarizqy729@gmail.com

Cite in APA style as:

Amalia, F.R. (2025). Quality of Continuing Education: Perspective of the Role of Teachers in Learning. *Sphere Of Educational Innovation*. 1(1). 8-21.

Article History

Received: March 2025

Revised: April 2025

Accepted: April 2025

Keywords

Excellent Education, Dynamic Teachers, Sustainable Quality, Learning Strategies, Professional Development.

INTRODUCTION

Improving the quality of continuing education has become a strategic issue in the development of a modern education system. In this context, teachers play a central role in ensuring the sustainability of learning quality (Hasanah et al., 2024; Rosa et al., 2024). The role of teachers is no longer limited to delivering material, but has shifted to facilitators, mentors, and character builders, capable of responding to the needs of the times (Khaidir et al., 2023). As the demands of the workplace and social dynamics evolve, teachers are required to adapt their learning strategies to remain relevant and



responsive to change. Wahyudi et al., (2024) stated that the flexibility of teachers' roles significantly influences the quality of learning, particularly in creating an inclusive and adaptive learning environment.

Several previous studies have demonstrated that teachers' dynamic roles contribute significantly to improving the quality of education. Santika et al., (2022) found that teachers who actively develop their competencies are able to continuously increase student engagement and motivation in learning. Research by Lelau et al., (2024) also confirms that teachers who engage in learning innovations, such as collaborative approaches and project-based learning, can develop students' critical thinking skills. Furthermore, Goodlad, in *Behind the Classroom Door*, emphasizes that the quality of learning is largely determined by teacher initiative and creativity in the classroom (Boiliu & Messakh, 2024; Ismanto et al., 2024). This means that educational success depends not only on the curriculum, but also on the extent to which teachers actively participate in creating a conducive and meaningful learning environment.

However, studies specifically exploring the perspective of teachers' roles within the framework of continuing education are still relatively limited. Most previous research has focused primarily on teacher competency, without directly linking it to the construction of continuing education. While research by Kalalo and Merentek (Dwi & Maskuri, 2023) has underscored the importance of teachers' roles in facing the challenges of 21st-century education, it has not yet fully explained how their contributions can shape a continuously evolving education system. Therefore, there is a need to further explore how teachers concretely participate in improving the quality of continuing education, through teaching practices, professional development, and student mentoring.

This research aims to fill this gap by deeply exploring the perspective of teachers' roles in supporting continuing education. The primary focus of this study is how teachers implement innovative approaches to learning, commit to continuous self-development, and become key drivers in developing students' potential holistically. The novelty of this research lies in its holistic approach, which examines not only the teacher's role from a pedagogical perspective but also from a social and emotional perspective within the framework of continuing education (Flynn et al., 2024; Mundiri & Firdausy, 2022). Thus, this research is expected to provide theoretical and practical contributions to the comprehensive and sustainable development of educational quality.

RESEARCH METHOD

This research employed a descriptive qualitative method, a case study with a multi-site design. The case study is an in-depth examination of an individual, a group, an organization, a program, and so on, over a specific period of time, at SMAN 1 Besuk. Data collection was conducted in a circular fashion using two approaches: 1) participant observation; and 2) in-depth interviews with seven school staff (the Principal, Vice Principal for Curriculum, Vice Principal for Student Affairs, Vice Principal for Facilities and Infrastructure, Vice Principal for Public Relations, Homeroom Teachers, and the Head of Administration) and three students.

This study aims to investigate the Dynamic Role of Teachers in creating superior educational constructs in continuous quality improvement. The main focus of the study is to understand how teachers actively contribute to improving the quality of education through innovative teaching practices, continuous professional development, and coaching students to develop their potential optimally. This study uses a qualitative approach with a case study, involving several schools as research sites. Students, teachers, and school staff involved in the Dynamic Role of Teachers program will be the main participants, using in-depth interviews and participant observation as data collection tools. The study will begin with the selection of schools and participants. In-depth interview sessions and observations will be conducted throughout the research period. Data will be analyzed thematically to identify patterns and trends.

By holistically exploring the effects of the Dynamic Role of Teachers, it is hoped that this research will provide a deep and comprehensive understanding of the dynamic role of teachers in the context of creating a superior educational construct to the maximum. The results of this research are also expected to explore various dimensions of the teacher's role holistically, including teaching practices, professional development, and student coaching. Furthermore, it is hoped that this research method will produce relevant and applicable findings, which can provide valuable insights for the development of educational policies, improvement of teaching practices, and teacher professional development. The practical implications of this research can serve as a guideline for other schools planning to adopt a similar approach.

Meanwhile, data analysis in this study was conducted through: data collection, data reduction, data presentation, and drawing conclusions or verification through data triangulation. Qualitative data analysis techniques in the context of the Dynamic Role of Teachers in Creating Superior Educational Constructs in Continuous Quality Improvement can involve several steps. First, data from interviews, observations, and participant reflections will be coded to identify key findings related to optimizing the dynamic role of teachers in creating superior educational constructs in continuous quality improvement. Next, thematic grouping or categorization techniques can be used to group similar findings. Thematic analysis can provide an in-depth understanding of various aspects, such as innovative teaching strategies, teacher professional development, interpersonal relationships in the learning environment, and the impact of teacher teaching practices on student learning outcomes. In the analysis stage, these patterns will be further examined to understand the essence of each emerging theme. Researchers will look for similarities, differences, and relationships between these themes. In addition, reflection will be conducted on the context and meaning behind each statement and practice observed. This process will allow researchers to explore various dimensions of the teacher's role in the context of superior education, including the challenges faced, the strategies used, and their impact on the quality of education.

It is also important to consider data triangulation by comparing findings from various sources, such as teachers, students, and parents. During the analysis process, identifying contradictions or differences of opinion can provide a more comprehensive

understanding of the Dynamic Role of Teachers in creating superior educational constructs within the context of continuous quality improvement. By combining these techniques, qualitative data analysis will provide in-depth and contextual insights into how to optimize the Dynamic Role of Teachers in creating superior educational constructs within the context of continuous quality improvement.

RESULTS AND DISCUSSION

This study was conducted with the primary objective of providing a more comprehensive understanding of the Dynamic Role of Teachers in creating superior educational constructs for continuous quality improvement. Within the context of this discussion, this study emphasizes the importance of teacher empowerment through ongoing professional development and adequate support from schools, the government, and the community. Supportive policies, adequate infrastructure, and an inclusive school culture are also needed to create an environment conducive to the development of sustainable quality in education. Overall, these results and discussion confirm that the dynamic role of teachers is a key element in creating sustainable, superior education. By strengthening the role of teachers and supporting innovative learning practices, it is hoped that a responsive, relevant education system can be created that prepares future generations for success in facing future challenges.

The results of this study reveal that the construct of superior education can be realized through the dynamic role of teachers in continuously improving quality. Through data analysis, it was found that teachers play a crucial role in shaping a learning environment that promotes stimulating, inclusive, and relevant learning opportunities. They are not only responsible for delivering subject matter but also act as mentors, facilitators, and inspirations for students. The results of research at MA Bahrul Ulum show that the Dynamic Role of Teachers in creating superior educational constructs in continuous quality improvement can be done through:

RESULTS

Developing Critical and Analytical Thinking Skills

The research findings indicate that a focus on developing critical and analytical thinking skills is a key element in efforts to improve the quality of sustainable education. In-depth interviews with participating teachers revealed a strong awareness of the importance of developing these skills in the learning process. Teachers consistently emphasized that critical and analytical thinking skills are not only crucial for students' academic success but also for preparing them to face the increasingly complex and dynamic demands of the workforce. Discussions regarding this focus on developing critical and analytical thinking skills led to the understanding that education is no longer simply about mastering information, but also about students' ability to critically analyze, evaluate, and synthesize information. Teachers understood that to achieve this goal, they needed to adopt challenging learning approaches that enable students to develop higher-order thinking skills.

Furthermore, interviews with teachers, office staff, and students revealed that the development of critical and analytical thinking skills occurs not only within the context

of specific academic subjects, but also in extracurricular activities and collaborative projects within the school. MF, the principal, further explained that focusing on the development of critical and analytical thinking skills is a crucial aspect of creating a sustainable, excellent education. By strengthening learning practices that integrate the development of these skills, it is hoped that a learning environment that stimulates students' intellectual growth and prepares them to face the challenges of the modern world with confidence and courage can be created.

MF added, "One of the main challenges identified is the lack of adequate time and resources to implement learning strategies that require active student engagement in the learning process. This can lead to undesirable outcomes." MF also highlighted the teaching strategies implemented, including the provision of open-ended questions, project assignments, and classroom discussions that consider multiple perspectives. However, he also acknowledged the challenges in implementing these strategies, particularly related to limited time and resources. In his conclusion, the Principal emphasized the importance of support from all parties, including the school, government, and community, in creating a learning environment that supports the development of critical and analytical thinking skills. Collaboration between teachers, students, and parents is also needed to strengthen learning practices that promote these skills to achieve a quality and relevant education for students' futures.

This demonstrates that excellent education is not limited to the classroom, but also occurs through a variety of learning experiences outside the classroom. Further discussion highlights the challenges faced in developing critical and analytical thinking skills, including the need for strong support from school principals, relevant curriculum development, and ongoing training and professional development for teachers. By understanding these challenges, this research provides valuable insights for the development of more effective educational policies and practices in promoting the development of critical and analytical thinking skills at the school level.

Technology Integration in Learning

The results of the discussion on technology integration in learning indicate that the use of technology can have a significant positive impact on improving the quality of education in a sustainable manner. This study found that technology integration enables more interactive, responsive, and relevant learning for students. Further discussion highlights the various benefits of technology integration in learning. Technology can expand access to educational resources, facilitate self-directed learning, and increase student engagement in the learning process. Furthermore, technology can enrich the learning experience by providing diverse content, interactive simulations, and innovative assessment tools.

MFA, as the Vice Principal for Student Affairs, provided feedback on the integration of technology into learning. Students discussed their involvement in integrating technology into learning. Students emphasized that the use of technology has enriched their learning experience by providing access to broader and more interactive learning resources. They also highlighted that the use of technology has helped them understand the learning material in a more engaging and enjoyable way. They feel

more motivated to learn when the material is presented through digital media or interactive learning software. However, some students also highlighted challenges they face in integrating technology into learning, such as limited access to devices or unstable internet connections. They stated that improved infrastructure and technical support from the school would be very helpful in overcoming these challenges.

In addition to its benefits, teachers also identified several challenges they might face in integrating technology into learning. One of the main challenges raised by ZA, Head of Administration, was ensuring equal access to technology for all students, especially those from disadvantaged economic backgrounds. Furthermore, adequate training and support are needed for teachers to use technology effectively in learning. MF, Principal, then added MFA's response that, in the context of this discussion, the Principal emphasized the importance of an integrated and holistic approach to integrating technology into learning. Technology integration must be carried out as part of a broader learning strategy, prioritizing the achievement of quality and relevant learning objectives for students. Thus, technology integration in learning can be an effective effort in creating responsive, innovative, and sustainable education for the future.

LA, as the Deputy Head of Facilities and Infrastructure, also emphasized the need for adequate infrastructure to support technology integration in learning. He emphasized the importance of fast and stable internet access and the availability of adequate hardware for teachers and students. He also highlighted the importance of efficient and sustainable resource management to ensure smooth technology integration. Discussing challenges and solutions, LA acknowledged several challenges, such as hardware maintenance, data security, and staff training in the effective use of technology. However, he also emphasized the importance of finding innovative solutions, such as partnerships with technology companies or leveraging local community resources, to address these challenges.

From the various points of view put forward by the three speakers, it can be concluded that the integration of technology in learning, the focus on developing critical and analytical thinking skills, and collaboration between students in project-based learning, are important steps in enriching and improving the quality of education. With cooperation between all related parties, researchers are confident that they can continue to transform into an innovative, responsive, and sustainable educational institution, preparing students to face the demands of the modern world with confidence and strong abilities.(Manan, 2023).

Project-Based and Collaborative Learning Approach

Project-based and collaborative learning approaches are learning strategies that position students as active agents in their learning process. Results from implementing this approach indicate that students are more directly involved in solving problems relevant to real life, improving collaboration skills, and deepening their understanding of learning concepts. Further discussion highlights the various benefits of project-based and collaborative learning: First, this approach allows students to develop critical, analytical, and creative thinking skills in authentic contexts. Second, this approach

promotes social and emotional learning, such as cooperation, communication, and leadership. Third, by engaging in problem-based projects, students can feel the relevance of learning to their daily lives, increasing motivation and interest in learning.

In addition to its benefits, the discussion also identifies several challenges that may be faced in implementing project-based and collaborative learning approaches. One major challenge is ensuring adequate support from teachers, schools, and the community to support the implementation of relevant and meaningful learning projects. Furthermore, efficient time management and appropriate evaluation are required to ensure that learning objectives are optimally achieved. In this context, the study emphasizes the importance of the teacher's role as a facilitator and guide. Teachers must be able to design engaging and relevant projects, facilitate collaboration between students, and provide the necessary support for students in achieving learning objectives. Thus, project-based and collaborative learning can become an effective strategy in creating a learning environment that stimulates holistic student growth.

In an interview with SW, the Public Relations Officer, he highlighted the importance of this learning approach in improving the quality of education at the school. He stated that this approach had positively impacted students by increasing their engagement and developing collaboration and problem-solving skills. He also emphasized that the approach strengthened the relevance of learning to real life, making students more motivated and enthusiastic. However, SW also acknowledged several implementation challenges, such as time management and the need for adequate support from teachers and the institution. The interview revealed a strong commitment from the Public Relations Department to continue strengthening the application of this approach to support student development.

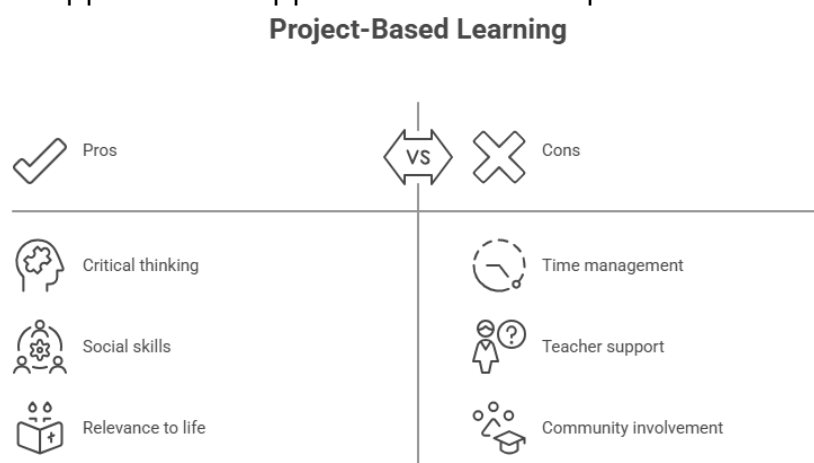


Figure 1. Discussion of Project-Based Learning (PBL) Pros and Cons

The diagram illustrates the advantages and challenges associated with Project-Based Learning. Project-Based Learning (PBL) offers several advantages, such as promoting critical thinking, improving social skills, and making learning more relevant to real life. However, it also presents challenges like managing time effectively, ensuring consistent teacher support, and involving the community. While PBL aligns well with modern educational goals, its success depends on careful planning and strong collaboration between teachers and stakeholders.

NK, the 10th grade homeroom teacher, added that the approach was effective in deepening students' understanding and increasing their engagement. He mentioned that students were given the opportunity to apply their knowledge in real-life contexts, which enhanced the relevance of what they learned. Still, he pointed out challenges such as time management and the need for consistent school support. In addition to teacher perspectives, the researcher also interviewed students from grades X, XI, and XII. FT (grade X) said the projects helped them connect lessons to real life. DW (grade XI) emphasized the importance of collaboration and time management, while AF (grade XII) confirmed these sentiments, adding that the approach provided a unique and engaging learning experience. The students acknowledged that this learning strategy developed collaboration skills and deepened their understanding of the material.

Teacher Professional Development

Teacher professional development is a crucial aspect in improving the quality of education in every educational institution. The result of teacher professional development is increased competence, skills, and understanding of the latest teaching methods, curricula, and educational developments. Teacher professional development can be conducted through various means, including training, workshops, seminars, certification programs, or direct classroom experience. The result of this development is teachers who are better prepared to face the challenges and demands of the ever-evolving world of education. Further discussion highlights the importance of teacher professional development in improving the effectiveness of classroom learning. Teachers who continuously develop themselves are better able to create a stimulating, motivating, and relevant learning environment for students.

Furthermore, teacher professional development also enables the adoption of best practices in teaching, including the application of technology in learning, evidence-based teaching strategies, and student-centered learning approaches. Teachers who continuously learn are also more likely to update their teaching methods according to the needs and characteristics of current students. However, challenges in teacher professional development also need to be addressed. Some of these challenges include limited resources and time, resistance to change, and gaps in access to training and professional support. Overcoming these challenges requires commitment and support from all parties, including the government, educational institutions, and the community. In the context of this discussion, it is important to recognize that teacher professional development is not a one-time process, but rather a continuous effort that requires long-term commitment. By strengthening teacher professional development, it is hoped that a more inclusive, innovative, and results-oriented learning environment for all students can be created.

MF stated that teacher professional development is crucial for improving the quality of education at the school. MF also emphasized that teacher professional development is a crucial investment for school progress and student success. DFP, the Deputy Principal, also highlighted various initiatives the school has undertaken to support teacher professional development, including training, workshops, and certification programs. He emphasized the importance of providing support and

opportunities for teachers to continuously develop their skills in line with the latest developments in education. DFP also identified several challenges faced in teacher professional development, such as limited time, resources, and access to quality training. However, he also emphasized the importance of creating an open and collaborative learning culture among teaching staff, where they can support and learn from each other.

In an interview with SEKBEND, it was understood that teacher professional development is considered a key aspect in improving the quality of education in schools. SEKBEND stated that the school has allocated resources and time to support professional development programs for teachers. SEKBEND also highlighted various professional development activities that have been held, such as training, workshops, and collaborative activities between teachers. He emphasized that investing in teacher professional development is a long-term investment that will have a positive impact on the quality of learning in schools. In further discussions, SEKBEND acknowledged that several challenges remain in teacher professional development, such as limited budget, time, and access to relevant training programs. However, he also emphasized the importance of creativity and collaboration in finding solutions to overcome these challenges.

The importance of teacher professional development as a primary foundation for improving the quality of education. Methods used include internal training, workshops, seminars, and collaboration between teachers, supported by the use of technology through online platforms. These efforts are based on a deep understanding of each teacher's individual needs, identified through performance evaluations, student feedback, and self-reflection. This was added by FA, the Deputy Head of Curriculum, who also stated that program effectiveness evaluations are carried out regularly, including direct measurements of teacher performance improvements and student outcomes, as well as feedback from relevant stakeholders. Despite facing challenges such as limited resources and time, with strong commitment and collaboration, they can continue to improve the quality of education through continuous teacher professional development.

These interviews demonstrate that all teachers and staff understand the importance of teacher professional development and are committed to continuing to support efforts in this area. They agreed that the school will continue to work hard to provide the necessary support and opportunities for teachers to continue to develop and improve their teaching skills. In addition, there is a strong commitment to teacher professional development as one of the main pillars in improving the quality of education.

DISCUSSION

The findings of this study highlight the strategic role of developing critical and analytical thinking skills as a central element in fostering sustainable and high-quality education. Teachers' strong awareness of the importance of these skills reflects a pedagogical shift from content delivery toward a more student-centered and skill-oriented approach. As previous studies have confirmed (Sari, 2023; Yani, 2023),

students who are trained to think critically and analytically tend to be better prepared for real-world challenges, particularly in the context of the evolving demands of the 21st-century workforce. This study affirms and expands upon those findings by showing how such competencies are not only developed within classroom instruction but also through extracurricular and collaborative school projects, thereby supporting a more holistic educational framework.

In alignment with research by (Indadihayati & Hariyanto, 2023; Romlah & Rusdi, 2023), the integration of critical thinking into various aspects of school life reinforces the idea that learning should be embedded in authentic, meaningful experiences. However, this study also sheds light on pressing challenges, such as time constraints, lack of resources, and the uneven implementation of active learning strategies. While open-ended questions, classroom discussions, and project assignments are widely recognized for their effectiveness, their sustainability depends heavily on systemic support from school leadership, as well as collaboration with external stakeholders. This reinforces the need for educational policy interventions that create enabling environments for such pedagogical innovations to thrive.

Moreover, this study emphasizes that while digital tools may enrich educational experiences, transformative learning can still occur meaningfully without reliance on digital infrastructure. The implementation of project-based and collaborative learning approaches has been found to significantly enhance students' engagement, motivation, and real-life problem-solving skills, echoing the findings of (Fathurrochman et al., 2021; Julianti et al., 2023). What sets this study apart is its exploration of how these learning approaches are perceived and enacted across multiple school stakeholders, including students, teachers, and administrative staff (Hudaefi et al., 2022; Kusuma Zamahsari et al., 2023). The novelty of this study lies in its integration of school-wide collaboration into the discussion of educational quality not merely as an ideal, but as a practical and observed reality in sustaining learning outcomes beyond academic metrics.

Finally, the discussion underscores the irreplaceable role of continuous teacher professional development in ensuring the successful implementation of the aforementioned approaches. As supported by previous studies (Cattering et al., 2023; Eliza et al., 2022) empowering teachers through training, reflective practice, and peer collaboration leads to stronger instructional delivery and better student outcomes. This study contributes to the literature by illustrating how schools can build internal support systems for professional development, even amid constraints (Pransiska et al., 2023). By recognizing and addressing the practical barriers faced by educators, this research provides actionable insights into how institutions can foster an adaptive, responsive, and sustainable educational environment centered on human development and long-term societal relevance.

CONCLUSION

In conclusion, the Construct of Excellent Education: The Dynamic Role of Teachers in Continuous Quality Improvement has had a significant positive impact. The dynamic role of teachers clearly emphasizes their central role in continuously improving the quality of education. They are not merely educators but also dynamic agents of change

within the education system. The importance of enhancing teacher professionalism is highlighted, with an emphasis on developing teaching skills, mastering technology, and a deep understanding of effective pedagogy. Collaboration among teachers and continuous learning through professional networks are also considered essential to facilitate the exchange of ideas and best practices. Despite challenges such as limited resources and resistance to change, there are also opportunities for innovation and renewal in education. With the right support and a commitment to continuous professional development, teachers can play a significant role in improving the quality of education for the future.

Overall, the researchers emphasize that the dynamic role of teachers is crucial in achieving superior and sustainable education. They act not only as instructors but also as leaders, innovators, and catalysts for change in education. With the right support and a commitment to continuous professional development, teachers can play a significant role in improving the quality of education for future generations.

ACKNOWLEDGMENT

We would like to express our deepest gratitude to all parties who have supported the completion of this research. Special thanks are extended to the teachers and staff of SMAN 1 Besuk for their openness, cooperation, and willingness to provide valuable insights during the data collection process. We are also thankful to our academic advisors for their guidance, constructive feedback, and encouragement throughout every stage of this study. Appreciation is also due to our fellow researchers and peers who contributed through meaningful discussions and suggestions. Lastly, we are grateful to our families and loved ones for their endless support, patience, and motivation that enabled us to complete this work with dedication.

REFERENCES

- Boiliu, E. R., & Messakh, J. J. (2024). Pembelajaran Adaptif sebagai Inovasi Strategi Pembelajaran bagi Anak Usia Dini. *Real Kiddos, Jurnal Pendidikan Anak Usia Dini*, 2(2), 133–153. <https://ojs.sttrealbatam.ac.id/index.php/kiddos>
- Cattering, D., Pondok, R., Riyadhhlul, P., Pacet, J., Tahun, M., Wiyono, J., Program, A., Manajemen, S., Syariah, B., Tinggi, S., Ekonomi, I., Riyadlul, S., & Mojokerto, J. (2023). *Strategi Meningkatkan Kualitas Pelayanan dalam Membangun Kepuasan Konsumen*. 3(2).
- Dwi, M., & Maskuri, M. (2023). Pengembangan Kelembagaan Pendidikan Islam Multikultural Melalui Spirit Entrepreneur Santri (Studi Etnografi di Pondok Pesantren Bahrul Maghfiroh Malang). *Edunity: Kajian Ilmu Sosial Dan Pendidikan*, 2(2), 246–266. <https://doi.org/10.57096/edunity.v2i2.55>
- Eliza, D., Sriandila, R., Fitri, D. A. N., & Yenti, S. (2022). Membangun Guru yang Profesional melalui Pengembangan Profesionalisme Guru dalam Penerapan Profesinya. *Jurnal Basicedu*, 6(3), 5362–5369. <https://doi.org/10.31004/basicedu.v6i3.2878>
- Fathurrochman, I., Endang, E., Bastian, D., Ameliya, M., & Suryani, A. (2021). Strategi

- Pemasaran Jasa Pendidikan Dalam Meningkatkan Nilai Jual Madrasah Aliyah Riyadus Sholihin Musirawas. *Jurnal Isema : Islamic Educational Management*, 6(1), 1–12. <https://doi.org/10.15575/isema.v6i1.9471>
- Flynn, K. S., Li, L., Huang, C.-W., Patel, R., Luttgen, K., Yang, S., & Chow, E. (2024). Leveraging Technology to Address Social-Emotional Learning during the Pandemic: Findings from an Efficacy Trial. *Social and Emotional Learning: Research, Practice, and Policy*, 4(May), 100045. <https://doi.org/10.1016/j.sel.2024.100045>
- Hasanah, R., Munawwaroh, I., Qushwa, F. G., & Agus R, A. H. (2024). Pengembangan Career Adaptability Melalui Inovasi Sumber Daya Manusia. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 5(1), 169–178. <https://doi.org/10.62775/edukasia.v5i1.734>
- Hudaefi, F. A., Caraka, R. E., & Wahid, H. (2022). Zakat administration in times of COVID-19 pandemic in Indonesia: a knowledge discovery via text mining. *International Journal of Islamic and Middle Eastern Finance and Management*, 15(2), 271–286. <https://doi.org/10.1108/IMEFM-05-2020-0250>
- Indadihayati, W., & Hariyanto, V. L. (2023). Tinjauan Literatur Tentang Penerapan Prinsip Total Quality Management Dalam Pendidikan Vokasi: Tantangan Dan Peluang. *Satya Sastraharing: Jurnal Manajemen*, 7(1), 1–20. <https://doi.org/10.33363/satya-sastraharing.v7i1.1029>
- Ismanto, E., Herlandy, P. B., & Renita Rahmadani. (2024). Pengembangan Pengembangan Learning Management System (LMS) dengan Pendekatan Self Directed Learning (SDL) untuk Sekolah Menengah Kejuruan (SMK) di Kota Pekanbaru. *Jurnal Fasikom*, 14(1), 66–74. <https://doi.org/10.37859/jf.v14i1.6882>
- Julianti, N., Nurfitriani, Hikmawati, S. V., & Syarifuddin, E. (2023). Problematika dan Inovasi lembaga Pendidikan. *Jurnal Ilmiah Multi Disiplin Indonesia*, 2(7), 1278–1285. <http://journal.ikopin.ac.id/index.php/humantech/article/view/3241>
- Khaidir, F., Amran, A., & Noor, I. A. (2023). Peningkatan Kualitas Pendidikan Dasar Melalui Implementasi Kurikulum Merdeka Belajar dalam Mewujudkan Sustainable Developments Goal's. *Attadib: Journal of Elementary Education Vol.7*, 7(2), 1–27.
- Kusuma Zamahsari, G., Purnomo Ap, A., Badruddin Amin, M., Nur Efendi, A., Hafid Effendy, M., & Cahya Adiebia, I. (2023). Pedatren: Educational Administration Applications for Simplifying Paiton Probolinggo's Nurul Jadid Islamic Boarding School's Management. In *Proceedings of the 2023 17th International Conference on Ubiquitous Information Management and Communication, IMCOM 2023*. <https://doi.org/10.1109/IMCOM56909.2023.10035651>
- Lelau, L., Sopakua, S., & Rumahuru, Y. Z. (2024). SPIRITUALITAS GURU PENDIDIKAN AGAMA KRISTEN DALAM MENGELOLA KEMAJEMUKAN DI SEKOLAH. 8(6), 1–6.
- Manan, A. (2023). Pendidikan Islam Dan Perkembangan Teknologi: Menggagas Harmoni Dalam Era Digital. *Jurnal Pendidikan Dan Kebudayaan*, 5(1), 56–73.
- Mundiri, A., & Firdausy, A. (2022). PESANTREN-BASED EXPERIENTIAL MARKETING ; SENSE EMOTIONAL ANALYSIS IN BUILDING Customer Loyalty. *Managere: Indonesian Journal of Educational Management*, 4(3), 259–269.
- Pransiska, L., Santoso, G., Firmansyah, A. A., & Kartini, A. A. (2023). Mengukuhkan Kebersamaan Sikap Bergotong Royong Dan Kolaborasi Di Kelas 3. *Jurnal Pendidikan*

Transformatif (JPT), 02(04), 102–126.

- Romlah, S., & Rusdi, R. (2023). Pendidikan Agama Islam Sebagai Pilar Pembentukan Moral Dan Etika. *Al-Ibrah: Jurnal Pendidikan Dan Keilmuan Islam*, 8(1), 67–85. <https://doi.org/10.61815/alibrah.v8i1.249>
- Rosa, E., Destian, R., & Agustian, A. (2024). Inovasi Model dan Strategi Pembelajaran dalam Implementasi Kurikulum Merdeka. *Journal of Education Research*, 5(3), 2608–2617.
- Santika, I. G. N., Suarni, N. K., & Lasmawan, I. W. (2022). Analisis Perubahan Kurikulum Ditinjau Dari Kurikulum Sebagai Suatu Ide. *Jurnal Education and Development*, 10(3), 694–700.
- Sari, R. K. (2023). Project Based Learning untuk Meningkatkan Kemampuan Berpikir Kritis pada Mata Kuliah Matematika Diskrit. *Mathema: Jurnal Pendidikan Matematika*, 5(1), 11–19.
- Wahyudi, Jannah, F., & Tamam, B. (2024). *Model Konsep Subjek Kurikulum Subjek Akademik, Landasan Filosofis, Teori Belajar, Model Pembelajaran, Kedudukan Siswa*. 8, 18036–18046.
- Yani, A. (2023). Transformasi Teknologi Dalam Pembelajaran di Era Revolusi Industri 4.0. *PenKoMi: Kajian Pendidikan & Ekonomi*, 68–75.