



Strategies for Islamic Education Management in Strengthening Innovative Learning in Elementary Schools in Purwokerto

Tiara Maulida

Institut Teknologi Telkom Purwokerto, Indonesia

email:

tiaramaulida@gmail.com

Abstract

This study aims to describe and analyze Islamic education management strategies in strengthening innovative learning at elementary schools in Purwokerto. The study employed a field research design with a descriptive qualitative approach. Data were collected through semi-structured interviews, observations, and documentation involving school principals, teachers, and relevant school personnel. The results indicate that Islamic educational management strategies are implemented through integrated planning, organizing, implementing, and evaluating of learning. During the planning phase, schools develop innovative learning programs through staff meetings, teacher consultations, and evaluations of previous programs. During the organizing stage, the school principal clearly assigns roles and responsibilities to teachers so that program implementation proceeds in a more focused manner. During the implementation stage, teachers apply active, interactive, contextual, and integrated learning methods grounded in Islamic values. During the evaluation stage, the school conducts academic supervision, evaluation meetings, and continuous program improvements. This study also found that the principal's role, teacher collaboration, and creativity in utilizing resources are the primary supporting factors. The challenges faced include limited facilities, variations in teacher competencies, and students' readiness to learn. Overall, Islamic educational management strategies have proven effective in strengthening innovative learning and supporting improvements in learning quality at the elementary school level.

Keywords: Islamic education management, innovative learning, elementary school, school leadership, quality of learning

Introduction

Islamic education management at the elementary school level plays a strategic role in shaping the quality of services, school culture, and the effectiveness of learning. In the context of elementary education, strengthening innovative learning requires not only changes in teaching methods but also adaptive leadership, governance, and resource management. As the foundation for shaping students character, literacy, and learning habits, elementary schools require a management system capable of integrating Islamic values with the demands of 21st-century competencies. Therefore, Islamic education management cannot be understood merely as an administrative activity but rather as an integrated process of organizing vision, culture, curriculum, teachers, and the learning environment. In practice, the strengthening of innovative learning is a key indicator of the success of school management because it is directly linked to students learning experiences in the classroom. On this basis, research on strategies for Islamic educational management in strengthening innovative learning in elementary schools is relevant for further in-depth study.

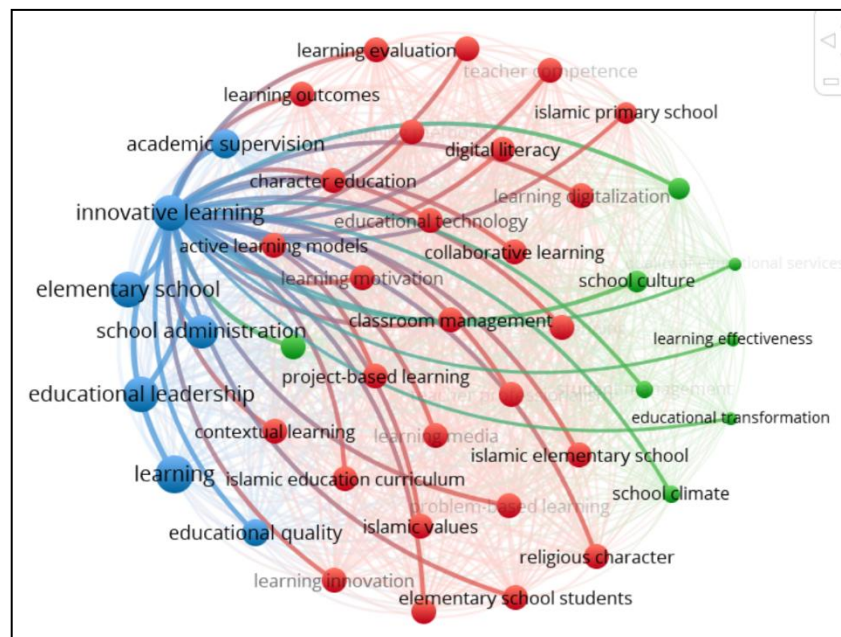


Figure 1. VOSviewer: Innovative Learning

Based on a search in the Scopus database using the keyword *innovative learning*, 10,501 relevant documents were identified. All search results were then exported in RIS format to facilitate bibliographic processing. The exported data was subsequently analyzed and visualized using VOSviewer software. Through this visualization, patterns of inter-term relationships, topic trends, and inter-conceptual relationships in the field of *innovative learning* can be identified. The mapping results using VOSviewer are then displayed in Figure 1 as a visual representation of the distribution of research data. Thus, this visualization

provides a clearer picture of the development and structure of *innovative learning* studies based on data indexed in Scopus.

Current trends in education management increasingly emphasize the importance of student-centered, flexible, and future-oriented learning. The OECD (2020), through its Learning Compass 2030, identifies competencies, student agency, and future orientation as the foundation of learning design that must be reflected in school governance. UNESCO (2021) also underscores the need for a new social contract in education so that schools can foster more humanistic relationships between knowledge, technology, and communal life. Furthermore, UNICEF et al. (2022), through the RAPID Framework, demonstrate that strengthening learning requires systemic leadership focused on foundational achievements, routine assessments, the of learning efficiency, and psychosocial well-being. These three frameworks demonstrate that innovative learning does not stand alone but must be supported by visionary and responsive school management. Thus, strategies for Islamic education management in elementary schools must be understood within the framework of global educational change while remaining aligned with local contexts and religious values.

In Islamic education, schools are not only tasked with imparting knowledge but also with fostering students manners, moral character, and social responsibility. Therefore, innovative learning in Islamic elementary schools must be designed in a way that remains aligned with the goal of developing individuals who are knowledgeable, faithful, and virtuous. Effective management strategies are necessary to ensure that learning innovations do not merely become a methodological trend but rather an integral part of the school's culture of quality. School principals, teachers, and stakeholders must share a common vision regarding how Islamic values can be integrated with active, collaborative, and reflective learning practices. In areas such as Purwokerto, the need for a contextual management model becomes increasingly important because social and cultural conditions, as well as school capacity, may differ from those in large urban areas. Therefore, this research is important for providing an understanding that is closer to the reality of elementary schools in a regional context.

Recent studies indicate that the success of learning innovations is significantly influenced by the leadership styles and collaborative relationships established within schools. oban and Atasoy (2020) emphasize that distributed leadership is linked to teacher collaboration and organizational innovativeness, meaning that innovation is more likely to flourish when leadership is decentralized. O Shea (2021) also demonstrates that distributed leadership has a positive influence on teachers innovative teaching practices across various countries. Meanwhile, Liu et al. (2022) assert that professional learning communities can foster teacher innovation through collective learning processes,

professional support, and an open work environment. These three findings demonstrate that Islamic educational management strategies need to make room for the distribution of roles, collegial learning, and collaboration among educators. In other words, innovative learning in elementary schools cannot be built solely through individual instructions from the principal but must be produced as a result of healthy organizational interactions.

In addition to leadership, a school's innovative character is also shaped by the organization's commitment to change and the leaders' ability to drive innovation. Blume et al. (2021) demonstrate that school innovativeness is associated with increased teacher collaboration, innovative classroom practices, and job satisfaction. Hsieh et al. (2024) subsequently demonstrate that school leadership influences teacher innovativeness, both directly and through teachers' self-efficacy. Furthermore, Syvertsen et al. (2024) add that school leaders' innovation-related self-efficacy is strengthened by professional development and adequate learning networks. This implies that Islamic educational management strategies aiming to strengthen innovative learning must prioritize the psychological, professional, and social capacities of their leaders. This is crucial because changes in learning at the elementary school level often depend on the school's willingness to experiment purposefully without losing sight of its core values.

The reality on the ground shows that educational innovation in elementary schools often faces obstacles such as limited resources, conventional teaching practices, and suboptimal academic supervision. In the context of Islamic education, these challenges can become even more complex when schools must also ensure the integration of religious values into the daily learning process. It is not uncommon for learning innovations to stop at the use of media or applications, while curriculum management, teacher development, and learning evaluation have not undergone significant changes. Such a situation indicates that the main issue is not merely a lack of learning ideas, but also the absence of robust managerial strategies that support sustainable innovation. Therefore, this study views Islamic education management strategies as a key lever connecting the school's vision with classroom learning practices. This analysis is particularly important for elementary schools striving to balance demands for academic quality, character development, and adaptation to changing times.

Advances in educational technology are also changing the way schools manage learning innovations. Alajmi et al. (2022) explain that digital leadership influences teachers' acceptance and use of technology, making digital leadership a crucial foundation for learning transformation. Valverde-Berrocoso et al. (2023) emphasize the importance of an innovation culture that is not technocentric but rather supported by curriculum flexibility, openness to change, and the

strengthening of teachers capacities. Furthermore, Witth ft et al. (2025) demonstrate that a school leader s open innovation mindset plays a role in advancing digital innovation by fostering networking, openness to ideas, and cross-boundary learning. These three perspectives underscore that innovative learning in elementary schools requires leadership that is not merely technologically literate but also capable of building an organizational culture ready for change. In Islamic education, this approach is essential to ensure that the use of technology does not undermine learning objectives but rather enhances the effectiveness, accessibility, and meaningfulness of learning.

The factor of professional collaboration among teachers is also inseparable from strategies for strengthening innovative learning. Pan et al. (2024) indicate that teacher collaboration is associated with school innovativeness and innovative teaching, particularly when collaboration occurs at a deep professional level. Alzouebi et al. (2025) add that a school s culture of innovation grows through effective leadership and the engagement of stakeholders, including teachers, students, and parents. Meanwhile, Yang and Xu (2026) explain that principal visionary leadership drives instructional innovation by enhancing teacher well-being and workplace collaboration. These findings suggest that Islamic educational management strategies in elementary schools need to strengthen both internal and external participation simultaneously. Thus, learning innovation arises not only from teachers creativity in the classroom but also from a supportive school climate, healthy relationships, and consistent communication of the vision.

Although various studies have addressed school leadership, innovation, and learning, there remains a gap in the literature that specifically focuses on Islamic educational management. Many studies focus more on public schools, digital leadership, or learning innovation in general without examining how Islamic educational values, culture, and orientation influence management strategies at the elementary school level. In fact, Islamic elementary schools possess distinct characteristics in curriculum management, religious practices, school-parent relationships, and the cultivation of a learning culture. These distinct characteristics can lead to innovation strategies that differ from those of non-religious schools. Therefore, this study aims to address this gap by examining how Islamic educational management strategies are implemented to strengthen innovative learning within the local context of Purwokerto. This focus is crucial to ensure that the study does not remain confined to universal concepts but can provide practical insights for Islamic elementary schools in the region.

From an instructional design perspective, the latest literature also advocates for more inclusive, responsive, and contextual approaches. CAST (2024), through the UDL Guidelines 3.0, emphasizes the need for instructional designs

that provide multiple ways to access, express, and engage in learning. Mansfield and Lambrinou (2024) further reinforce this through culturally responsive leadership, which links school leadership with culturally responsive pedagogy and student voices. Shah et al. (2024) also propose a learning ecosystems approach that views learning as a system of interconnectedness, reflection, and potential development, rather than merely the resolution of narrow problems. These three ideas are highly relevant to Islamic education because innovative learning must accommodate the diversity of students' needs while fostering meaningful learning relationships. Therefore, management strategies for Islamic elementary schools must ensure that learning innovations are not exclusive but are capable of reaching all students fairly and holistically.

Strengthening innovative learning also requires updates to assessment practices and adaptive teaching methods. Pastore (2024) notes that institutionalizing formative assessment requires alignment between school policies and teacher education so that assessment truly supports learning improvement. Sibley et al. (2025) found that adaptive teaching with technology can enhance long-lasting learning when adaptations are appropriately tailored to students' needs. Cijvat et al. (2025) add that teachers' self-regulated teaching within an adaptive learning environment is a critical factor to ensure that innovation is not merely mechanical but rather reflective and purposeful. Thus, Islamic educational management strategies need to integrate academic supervision, teacher competency development, and formative evaluation systems as a unified whole. Without such managerial support, innovative learning risks becoming a sporadic activity that is difficult to sustain.

When considered in the context of Purwokerto, the need for appropriate management strategies becomes increasingly urgent. Elementary schools require leaders who are capable of genuinely understanding the needs of teachers and students, rather than merely implementing formal programs. Innovative learning in rural areas is not always synonymous with high technology; instead, it can involve creativity in teaching methods, classroom organization, character building, and the involvement of parents and the community. Therefore, Islamic education management strategies in rural areas must be sensitive to available resources and the local community's learning culture. Overly uniform approaches are often ineffective because they ignore the actual conditions of the school. This study is based on the assumption that strategies that are contextual, grounded in Islamic values, and pedagogically focused are more likely to yield sustainable innovative learning.

Recent studies also emphasize that educational innovation must be built in tandem with students' self-regulated learning skills and the digital transformation of schools. Toomla et al. (2026) demonstrate that self-regulated learning in K-12

digital education needs to be systematically tracked and supported so that students can plan, monitor, and reflect on their learning. Hairani et al. (2025) emphasize the importance of sustainable digital transformation that does not stop at the provision of devices but extends to leadership, digital culture, and organizational maturity. Abu-Tineh et al. (2025) also show that school leaders digital leadership is linked to teachers perceptions of their own digital competencies. These three findings indicate that Islamic educational management strategies need to view learning innovation as a long-term process involving students, teachers, and the school system. At the elementary school level, this is particularly important because learning habits and the culture of technology use are formed from the earliest stages of education.

Based on the above discussion, it is clear that strengthening innovative learning is not solely the responsibility of individual teachers. It is the result of management strategies that include vision formulation, leadership distribution, teacher professional development, fostering a culture of innovation, and a supportive evaluation system. Within the framework of Islamic education, all these elements must be directed toward strengthening the quality of learning as well as the formation of students character and spiritual values. However, how these strategies are implemented in elementary schools in Purwokerto still requires a more detailed empirical explanation. This study therefore seeks to describe, analyze, and interpret the Islamic educational management strategies used to strengthen innovative learning. The research results are expected to provide both conceptual and practical contributions to the development of Islamic elementary school management that is more effective, adaptive, and quality-oriented.

Recent literature increasingly confirms that school leadership must be directed toward measurable changes that impact learning practices. Rom n-Cort z et al. (2025) demonstrate that transformational leadership contributes to educational innovation through motivation, ideal influence, and support for pedagogical change. Laursen et al. (2025) also show that school leaders transformational leadership practices can enhance teachers adoption of learning management systems through improved sense-making processes. Meanwhile, Gonzales et al. (2024) explain that school principals capable of generating innovative ideas for school improvement typically exhibit a tendency toward open-minded, exploratory, and problem-solving-based thinking. These three studies affirm that Islamic educational management strategies must link change leadership with the development of daily learning practices. In this way, innovative learning in elementary schools can grow from clear, reflective, and continuous improvement-oriented managerial decisions.

Ultimately, this study is also grounded in the understanding that the effectiveness of school management in the contemporary era is increasingly linked to teachers innovative work and the institution's capacity for transformation. Siregar et al. (2026) demonstrate that digital leadership can foster innovative work behavior among teachers through creativity, a proactive personality, and work engagement. Karim et al. (2025) emphasize that digital leadership and administrative innovation are crucial elements in enhancing the effectiveness of school management in the Education 5.0 era. Niu and Huang (2025) even position educational leadership for digital transformation as a relevant comparative framework for sustainable educational development. Building on these various theories and research findings, this study aims to understand how Islamic educational management strategies in elementary schools in Purwokerto are designed, implemented, and interpreted in efforts to strengthen innovative learning. Therefore, this study holds both academic and practical significance for enriching the literature on Islamic educational management and providing insights for school principals, teachers, and local education policymakers.

Methodology

This study employs a field research design with a descriptive qualitative approach to gain an in-depth understanding of Islamic educational management strategies in strengthening innovative learning at elementary schools in Purwokerto. This approach was chosen because the study focuses on the meanings, processes, practices, and managerial dynamics that occur naturally within the school environment. Qualitative research allows researchers to examine how policies, leadership, school culture, and learning practices are interrelated in a real-world context. In this design, the researcher is present directly in the field to obtain rich, contextual, and interpretive data. The research orientation is not to test statistical hypotheses, but rather to describe, interpret, and explain phenomena holistically. Thus, this design is considered most appropriate for uncovering Islamic educational management strategies that are alive in the daily practices of schools.

The choice of a qualitative approach in this field research is also based on the view that educational reality is social, dynamic, and shaped through interactions among school stakeholders. Lim (2025) asserts that qualitative research serves to explain social phenomena in depth through the experiences, perceptions, and meanings constructed by research subjects. Tenny et al. (2022) also explain that a qualitative approach is appropriate for addressing questions about how and why a phenomenon occurs in real-world situations. In line with this, Chand (2025) emphasizes that qualitative research is highly relevant when

researchers aim to integrate interviews, observations, and documentation to gain a comprehensive understanding. Therefore, this study aims to capture the dynamics of leadership, the organization of learning, and the promotion of learning innovation directly within the school. This framework makes qualitative field methods more appropriate than approaches that rely solely on documentary data or statistical figures.

The research location was selected at an elementary school in Purwokerto, taking into account its relevance to the research focus. The location was chosen deliberately because elementary schools serve as strategic settings for observing the integration of Islamic education management with innovative teaching practices. The research subjects included the principal, vice principal, classroom teachers, Islamic religious education teachers, and other parties involved in the management of the learning process. The selection of subjects was based on their involvement in the planning, implementation, supervision, and evaluation of learning programs at the school. In this way, the data obtained is expected to provide a more comprehensive picture of management strategies from various institutional perspectives. Field research of this nature positions the school as the natural context where managerial and pedagogical phenomena actually unfold.

The informant selection technique employs purposive sampling to enable researchers to reach those most knowledgeable about Islamic education management strategies and innovative teaching practices. Ahmad et al. (2025) emphasize that purposive sampling is effective when researchers require informants who possess experience, knowledge, and positions relevant to the research focus. Bouncken et al. (2025) add that the purposive selection of informants must consider the level of analysis, the diversity of information, and the depth of data expected from each case. Stratton (2024) also notes that purposive sampling is beneficial because it is efficient and targeted, particularly for research that prioritizes the quality of information over the number of respondents. Based on these perspectives, the informants in this study were selected because they were directly involved in the formulation of school policies, the management of learning programs, and the implementation of learning innovations. Thus, the informant selection process was aimed at obtaining rich, relevant, and in-depth data in accordance with the research needs.

The primary data collection method in this study is the semi-structured interview. Lim (2025) explains that semi-structured interviews strike a balance between the consistency of questions and the flexibility to explore informants responses. Quintela Do Carmo et al. (2024) emphasize that semi-structured interviews are highly useful in educational research because they allow questions to be adapted to the characteristics of the subjects and the context of field interactions. Junnier (2024) also notes that semi-structured interviews not only

capture the content of responses but also provide an opportunity to analyze how informants construct meaning from their experiences. In this study, interviews were conducted to explore program planning, leadership styles, supervision strategies, school support, and how schools strengthen innovative learning. Through this technique, the researchers obtained rich verbal data regarding the informants managerial processes, considerations, and experiences.

In addition to interviews, this study employs observation to directly document management and teaching practices within the school setting. Kavalieraki-Foka et al. (2024) explain that observation is a powerful methodological tool because it captures real-time interactions, behaviors, and classroom dynamics directly. Kohake et al. (2024) demonstrate that systematic observation can be used to assess the quality of learning and the implementation of educational practices in the context of elementary schools. Wolf et al. (2025) also emphasize that classroom observation instruments help researchers examine teachers support for student engagement in a more structured manner. In this study, observations focused on school leadership activities, classroom management, the use of media, teacher-student interactions, and observable forms of instructional innovation. Through observation, researchers can compare what informants stated in interviews with what actually occurs in the field.

The next data collection technique is documentation. The documents reviewed include the school's vision and mission, work programs, supervision schedules, teaching materials, learning modules, meeting minutes, and academic activity reports. Documentation is used to supplement interview and observation data so that the picture of management strategies does not rely solely on verbal narratives. Through these documents, researchers can trace the consistency between administrative planning and the implementation of innovative learning programs. The documents also help researchers understand the school's policy trajectory, coordination patterns, and learning development priorities. Therefore, documentation serves as a supporting data source that strengthens the interpretation of field findings.

The conduct of field research must adhere to research ethics from the preparation stage through to the reporting stage. Hosseini and Hauk's (2025) emphasize the importance of microethics that is, the researcher's sensitivity to the specific situations that arise during data collection and analysis. Quintela Do Carmo et al. (2024) also note that educational research, particularly in elementary school contexts, requires ethical adaptation in how questions are posed, in fostering a sense of comfort, and in avoiding coerced data. Serim-Yildiz et al. (2025) demonstrate that researchers must operationally understand ethical guidelines so that the protection of participants' rights does not remain merely a matter of administrative formality. Based on these principles, this study was

conducted with the informants consent, an explanation of the research objectives, a guarantee of identity confidentiality, and respect for participants rights to withdraw at any time. These ethical principles were upheld to ensure the research process continues to respect the dignity, voices, and comfort of all research subjects.

To ensure the validity of the findings, this study employs the principle of trustworthiness in qualitative research. Ahmed (2024) asserts that trustworthiness is established through credibility, transferability, dependability, and confirmability. Riazi et al. (2023) add that the quality of qualitative research is strengthened when researchers consciously apply participant validation, procedural transparency, and clarity in analytical reasoning. Pownall et al. (2024) also emphasize the importance of triangulation and crystallization as ontologically more appropriate strategies to enrich interpretation in qualitative research. In this study, credibility is strengthened through the researcher s engagement in the field, triangulation of sources and techniques, and verification of findings with relevant informants. Meanwhile, dependability and confirmability are maintained through documentation of the research process, preservation of data trails, and detailed explanations of analytical steps.

The primary research instrument used in this study was the researcher themselves. As the primary instrument, the researcher was responsible for developing interview guidelines, observation forms, and a list of documents to be reviewed. This role required the researcher to possess conceptual sensitivity, the ability to build relationships, and the skill to accurately assess field conditions. To ensure consistency in data collection, the researcher used semi-structured interview guidelines and open-ended observation sheets. These guidelines were designed to be flexible, allowing room for new findings that emerged during the research process. Thus, the research instruments were designed to combine clear direction with openness to field dynamics.

The development of interview guidelines is carried out in stages according to the research focus and the characteristics of the informants. Zavattaro and Gille (2026) emphasize that a good interview requires the formulation of questions that are directly related to the research objectives, while still allowing room for in-depth exploration. Quintela Do Carmo et al. (2024) indicate that in an educational context, interview guidelines must be developed with consideration for language, flow, and participant comfort. Lim (2025) also asserts that the quality of an interview is determined by the balance between the structure of the guidelines, the researcher s ability to probe, and their sensitivity to the conversational context. Based on these principles, the interview guidelines in this study cover aspects of strategic planning, learning organization, school leadership, academic supervision, resource support, and evaluation of learning

innovations. These guidelines were then tested in a limited manner through re-reading and editorial adjustments to ensure that each question is easy to understand and remains focused on the research objectives.

All interview data was recorded with the informants consent and then transcribed verbatim to preserve the full meaning. Observation notes were compiled immediately after fieldwork concluded to ensure that details regarding the situation, interactions, and context were not lost. Relevant school documents were also classified based on type, function, and relevance to the research focus. Afterward, all data were organized into a working file to facilitate repeated review by the researcher. This data organization phase is crucial to ensure the analysis does not proceed haphazardly. With systematic data management, the process of identifying themes and conducting interpretations becomes more accurate and transparent.

Data analysis in this study employed thematic analysis, as it is well-suited for interpreting patterns of meaning in interview data, observations, and documentation. Ahmed (2025) explains that thematic analysis provides a systematic yet flexible framework for identifying, organizing, and interpreting themes. Braun and Clarke (2024) add that good thematic analysis practice requires reflexive openness, clarity in reporting, and alignment between methodological values and analytical steps. Laari (2025) also emphasizes the importance of inductive and deductive logic in qualitative analysis so that researchers can move from data to themes while maintaining the conceptual focus of the research. Based on this, the researcher repeatedly read the transcripts and field notes, coded key sections, and then grouped the codes into relevant themes. The final themes were then interpreted to explain the forms of Islamic educational management strategies in strengthening innovative learning.

The data analysis process was conducted in stages and iteratively. First, the researcher familiarized themselves with the data by thoroughly reading all transcripts, observation notes, and documents. Second, the researcher highlighted sections of the data containing important information regarding the planning, implementation, monitoring, and evaluation of innovative learning. Third, these sections are assigned preliminary codes, which are then grouped based on semantic similarity. Fourth, the code groups are cross-referenced with the raw data to ensure that the emerging themes are fully supported by field evidence. Fifth, the established themes are organized into an analytical narrative that comprehensively explains the strategies of Islamic educational management.

In determining data sufficiency, this study does not focus on a large number of informants, but rather on the depth and repetition of the information obtained. Ahmed (2025) emphasizes that data saturation must be understood flexibly according to the research context, not merely as a fixed number. Wutich et al.

(2024) indicate that the size of a qualitative sample needs to be adjusted to the type of analysis, the type of saturation, and the research objectives. Roberts et al. (2026) also add that information power can be an important consideration, as the richer and more relevant the data, the fewer participants are required. Based on this principle, the data collection process is halted when the information obtained has become repetitive, stable, and sufficient to address the research focus. This approach ensures that the data size in field research remains methodologically justifiable.

To strengthen the consistency of the analysis, the researcher created a thematic matrix containing data sources, initial codes, categories, and themes. This matrix helps the researcher trace the relationships between interview excerpts, observation results, and the content of school documents. Additionally, the matrix facilitates the process of comparing findings across informants and data sources. This procedure is essential to ensure that the conclusions drawn do not stem from a single source. In qualitative field research, the traceability of the relationship between raw data and interpretation is a crucial component of methodological rigor. Therefore, the entire analysis process is conducted in a documented manner and is subject to review.

Data validity is further strengthened through triangulation and researcher reflexivity. Schlunegger et al. (2024) explain that methodological triangulation and analytical triangulation help improve the traceability of the research process and strengthen the accuracy of interpretations. Braun et al. (2025) emphasize that qualitative research reporting must demonstrate coherence between the values, language, analytical practices, and forms of quality upheld by the research. Trundle and Bliuc (2025) also remind us that reflexivity is not merely a formality but a critical practice that requires researchers to be aware of their position, assumptions, and influence throughout the entire research process. Based on this, this study employs source triangulation, methodological triangulation, peer discussion, and reflective notes throughout the fieldwork and data analysis processes. Through these steps the research findings are expected to have a strong, clear, and reliable interpretive foundation.

In the final stage, the results of the analysis are presented in a descriptive-analytical manner in the form of main themes accompanied by contextual descriptions from the field. Inayat and Younas (2025) emphasize that descriptive qualitative research requires an analytical approach that remains closely tied to the data, so that the results are easily understood without losing depth of meaning. Morgan (2026) notes that the development of themes in qualitative analysis must always be grounded in supporting evidence to ensure interpretations remain rooted in the data. Braun and Clarke (2024) also emphasize the importance of clear, reflective, and methodologically sound

reporting so that readers can openly assess the quality of the findings. Therefore, the results of this study are organized to present themes, explanations of their meanings, interconnections between themes, and interpretations of Islamic educational management strategies in strengthening innovative learning. With this methodological design, this study is expected to produce a valid, in-depth, and relevant picture for the development of Islamic educational management in elementary schools.

Results

The research findings indicate that Islamic education management strategies in elementary schools in Purwokerto are implemented through the strengthening of integrated planning, organizing, implementation, and evaluation of learning. School principals prioritize innovative learning as part of their school quality development efforts. This policy direction is evident in adjustments to school programs, the allocation of teachers duties, and the strengthening of academic supervision. All school stakeholders are guided to ensure that learning does not merely proceed routinely but also evolves to meet students needs. Islamic values are integrated into both academic and non-academic activities as the foundation for fostering a learning culture. Thus, the management strategies implemented demonstrate a close connection between school governance and the strengthening of innovative learning.

In terms of planning, the school develops innovative learning programs through staff meetings, teacher consultations, and evaluations of the previous semester s programs. The principal and teachers set learning objectives that emphasize active student engagement, the use of diverse teaching materials, and the strengthening of Islamic character. This planning focuses not only on mastering the curriculum but also on creating more engaging and meaningful learning experiences. Planning documents such as annual programs, semester programs, teaching modules, and supervision schedules demonstrate a special focus on learning innovation. Teachers are given the flexibility to adapt learning strategies to the specific conditions of their respective classrooms. Research findings indicate that systematic planning serves as the primary foundation for implementing innovative learning in schools.

In terms of organization, the principal assigns roles to teachers and school staff according to their respective responsibilities. Classroom teachers, subject teachers, and school activity coordinators are involved in the joint implementation of innovative learning programs. Tasks are assigned to ensure that each program has a clear point of responsibility. This organizational structure is also evident in the formation of small teams for specific academic activities, such as the

development of learning materials, the implementation of classroom projects, and student character development. Inter-teacher working relationships appear quite cooperative in supporting learning activities. Research findings indicate that well-structured organization helps schools implement learning innovations more consistently.

In the classroom, teachers made efforts to create an active, interactive, and enjoyable learning environment. Learning activities were no longer dominated entirely by lectures but incorporated group discussions, question-and-answer sessions, demonstrations, and simple project-based assignments. Teachers also utilized learning media such as images, videos, visual aids, and contextual teaching materials to capture students' attention. In some classes, students appear more confident in expressing their opinions and engaging in the learning process. The instruction remains tailored to the characteristics of elementary school students, who require a concrete and engaging approach. These findings indicate that instructional innovations are beginning to be effectively implemented in daily classroom practice.

The research findings also indicate that the integration of Islamic values is a key feature of innovative learning in the elementary schools studied. Teachers incorporate elements of etiquette, discipline, responsibility, cooperation, and honesty into classroom learning activities. Before and after lessons, students are encouraged to pray, exchange greetings, and maintain proper conduct throughout the activities. In several subjects, teachers linked the material to Islamic values relevant to students' daily lives. This approach made learning not only focused on cognitive aspects but also on the formation of attitudes and behavior. Thus, innovative learning in schools is inseparable from the identity of Islamic educational management, which forms the foundation of school administration.

The principal's role is central to fostering innovative learning. The principal actively guides teachers to continuously improve their teaching methods and utilize learning resources more creatively. Additionally, the principal monitors the implementation of instruction through classroom observations and regular discussions with teachers. On several occasions, the principal also encourages teachers to participate in training, share best practices, and develop more diverse teaching materials. This support fosters a work environment that encourages change in the learning process. Research findings indicate that the principal's leadership plays a crucial role in driving learning management strategies within the school.

Research findings indicate that teachers play a central role in translating school management strategies into classroom practice. Teachers not only implement pre-designed instructional materials but also adapt them to the actual

conditions in the classroom. In some cases, teachers modify teaching methods to make them easier for students to understand. Teachers also strive to build close relationships with students so that learning interactions become more open. Teachers involvement in meetings, discussions, and program evaluations demonstrates that they play a crucial role in fostering innovative learning. These findings indicate that the quality of management strategy implementation depends heavily on teachers readiness and commitment.

In terms of facilities and infrastructure, the study found that schools have made efforts to utilize available resources to support innovative learning. Classrooms, whiteboards, teaching aids, and some digital devices are used as needed for instruction. Although facilities are not yet fully equipped, teachers strive to creatively optimize existing resources. Some learning materials are handmade by teachers using simple materials that are easily obtained from the local environment. The use of these resources demonstrates that learning innovation does not always depend on modern facilities. The research findings confirm that teacher creativity and school management support are key factors in overcoming resource limitations.

The strengthening of innovative learning is also evident in collaborative activities among teachers in designing and evaluating lessons. Teachers exchange experiences regarding effective methods, the use of media, and classroom management. Both formal meetings and informal conversations serve as platforms for sharing teaching practices deemed successful. In some situations, teachers collaborate to design thematic classroom activities that involve more than one subject. This approach helps teachers generate new ideas for developing learning experiences. Research findings indicate that teacher collaboration plays a crucial role in sustaining innovative learning in schools.

From the students perspective, the research indicates a positive response to more varied learning methods. Students appear more active in asking questions, answering, and participating when learning involves media or group activities. Student engagement also increases when teachers connect the material to their everyday experiences. In some classes, the learning atmosphere appears more lively because students are not just listening, but also doing, observing, and presenting their work. These changes indicate an increase in students interest in the learning process. Thus, management strategies that support learning innovation have an impact on student engagement in the classroom.

In terms of evaluation, the school monitors innovative learning through supervision, evaluation meetings, and reviews of teaching materials. The principal and teachers jointly discuss obstacles, progress, and areas for improvement in the learning program. Evaluation focuses not only on student

learning outcomes but also on the learning process taking place in the classroom. Teachers receive feedback on classroom management, method variation, and the use of learning media. The evaluation results are then used as a basis for improving future learning plans and implementation. These findings indicate that evaluation has become an integral part of the management cycle in strengthening innovative learning.

The study also identified several challenges in implementing Islamic education management strategies to strengthen innovative learning. These challenges include limited supporting resources, variations in teachers abilities to apply innovative methods, and time constraints in preparing learning materials. Additionally, not all students have the same level of readiness for learning, requiring teachers to make more intensive adjustments. Some innovative programs also have not yet been implemented uniformly across all classes. Nevertheless, the school continues to strive to maintain the sustainability of the programs through coordination, guidance, and gradual adjustments. These results indicate that the implementation of management strategies occurs in a dynamic environment and requires continuous reinforcement.

In general, the research findings indicate that Islamic education management strategies aimed at strengthening innovative learning in elementary schools in Purwokerto have been moving in a positive direction. Program planning, task organization, instructional implementation, and evaluation have mutually supported one another in fostering learning transformation within the schools. School principals, teachers, and other school personnel play interrelated roles in ensuring the program s sustainability. The innovative learning implemented continues to take into account the context of elementary schools and Islamic values as the foundation for character building. Although there are still obstacles, the school demonstrates a commitment to continuously improving the quality of learning in stages. Thus, the results of this study show that targeted management strategies can serve as the foundation for strengthening innovative learning in elementary schools.

Discussion

Research findings indicate that Islamic educational management strategies in elementary schools in Purwokerto are implemented through interconnected planning, organizing, execution, and evaluation of learning. This pattern demonstrates that innovative learning does not emerge spontaneously but is shaped through purposeful school governance. These results align with the OECD (2020), which positions future learning design as part of education management oriented toward student competencies and agency. The integration

of management functions and the learning process also reinforces UNESCO's (2021) perspective that schools need to build a more holistic relationship between knowledge, institutional structures, and students' developmental needs. These findings indicate that Islamic educational management strategies do not stop at administrative aspects but evolve into a system that guides the quality of learning. Thus, the research results affirm that innovative learning in elementary schools requires a strong and meaningful managerial foundation.

In terms of planning, the research findings indicate that schools have systematically developed innovative learning programs through staff meetings, teacher consultations, and evaluations of previous programs. This reflects that learning innovations are built through a deliberate planning process, not merely as a short-term response to classroom needs. These findings align with UNICEF et al. (2022), who emphasize the importance of systemic leadership, a focus on learning outcomes, and strengthened school management in accelerating learning quality. Planning that allows teachers the flexibility to adapt learning strategies also indicates a flexible, student-centered orientation. This is particularly relevant for Islamic elementary schools, which must integrate academic goals, character development, and the school's local context. Therefore, systematic planning can be understood as the first step toward the success of strengthening innovative learning.

Research findings on organizational structure indicate that school principals clearly delineate roles and encourage collaboration among school stakeholders. This division of tasks demonstrates that instructional innovation is developed as a collective responsibility, rather than solely as an individual burden on teachers. These findings align with Oban and Atasoy (2020), who assert that distributed leadership is associated with teacher collaboration and the organization's capacity for innovation. These results also support O'Shea (2021), who found that distributed leadership has a positive effect on innovative teaching practices. In the context of this study, the division of roles and the involvement of small teams indicate that the school has moved toward a more participatory leadership model. Thus, clear organizational structure is one of the factors that strengthens the sustainability of learning innovation in elementary schools.

The implementation of active, interactive, and enjoyable learning demonstrates that school management strategies have been effectively translated into classroom practice. The use of discussions, demonstrations, simple projects, and contextual media indicates a shift from teacher-centered learning toward learning that provides broader opportunities for student participation. This aligns with Shah et al. (2024), who view learning as an ecosystem emphasizing interconnectedness, reflection, and the development of students' potential. These findings are also relevant to CAST (2024), which

emphasizes the importance of varied ways of accessing, engaging with, and expressing learning so that students needs can be met more comprehensively. In this study, teachers not only delivered content but also created learning experiences that were more concrete and closely aligned with students lives. This indicates that innovative learning in Islamic elementary schools is evolving through pedagogical adaptations suited to the characteristics of young elementary-aged children.

The integration of Islamic values into learning is one of the key findings that distinguishes the results of this study from general research on learning innovations. Values such as etiquette, discipline, responsibility, cooperation, and honesty are not placed outside the learning process but are implemented alongside academic activities in the classroom. This finding confirms that in Islamic elementary schools, learning innovation is not merely interpreted as a change in methods but as a strengthening of the learning process that remains grounded in the development of religious character. These results clarify the argument in the introduction that Islamic schools possess distinct characteristics in managing curriculum, culture, and educational relationships. In this context, learning innovation becomes more meaningful because it does not separate cognitive aspects from the cultivation of attitudes and behavior. Thus, the Islamic educational management strategies in this study have proven capable of maintaining a balance between pedagogical renewal and value orientation.

The dominant role of school principals in guiding teachers, providing supervision, and offering motivation demonstrates that leadership remains a central element in fostering innovative learning. This finding aligns with Hsieh et al. (2024), who show that school leadership influences teacher innovativeness, both directly and through increased teacher self-confidence. The results of this study also support Syvertsen et al. (2024), who emphasize the importance of school leaders capacity to continuously learn, build networks, and develop the courage to innovate. In this study, school principals served not only as administrators but also as catalysts for learning transformation. The forms of guidance, mentoring, and supervision carried out indicate that learning innovation flourishes more easily when the principal is actively involved in the academic process. Therefore, the success of school management strategies is significantly influenced by the quality of the principal s leadership in fostering a culture of change.

The finding that teachers are the primary implementers of school management strategies indicates that the quality of instructional innovation depends heavily on teachers ability to translate policies into classroom practice. These results align with Liu et al. (2022), who assert that professional learning communities can foster teacher innovation through collective learning processes

and professional support. In this study, teachers not only implemented instructional materials but also modified their teaching methods to meet students actual needs. These conditions indicate that instructional innovation flourishes when teachers have space for reflection, flexibility, and institutional support. These findings also demonstrate that teachers roles extend beyond merely implementing the curriculum; they are developers of relevant learning experiences. Thus, Islamic education management strategies will be effective if schools can strengthen teachers positions as agents of learning change.

Research findings on the utilization of facilities and infrastructure indicate that educational innovation is not always determined by the availability of modern facilities. The schools studied, in fact, demonstrated that teacher creativity and management support can transform limitations into opportunities for learning development. These findings align with Valverde-Berrocso et al. (2023), who emphasize that an innovation culture should not be understood solely in a technocentric manner but must be grounded in organizational flexibility and the strengthening of teachers capacities. These results also align with Alajmi et al. (2022), who show that the adoption of technology in education is influenced by leadership support and teacher readiness, not merely the availability of tools. In the context of elementary schools in Purwokerto, the use of simple yet creative resources indicates the presence of an adaptive culture that is essential for innovative learning. Therefore, a school s innovative strength lies not only in its facilities but also in its ability to manage resources productively.

Findings on teacher collaboration indicate that the sustainability of innovative learning is supported by healthy professional interactions. Teachers share experiences, exchange ideas, and collaborate in designing more engaging learning activities. This aligns with Pan et al. (2024), who demonstrated a strong relationship between teacher collaboration, school innovativeness, and innovative teaching. These findings also support Alzouebi et al. (2025), who assert that a school s culture of innovation grows through effective leadership and stakeholder engagement. Teacher collaboration in this study demonstrates that innovation flourishes more easily when schools provide spaces for communication and collaborative work. Thus, fostering innovative learning in elementary schools cannot be achieved solely through formal instruction but must be built through a collaborative culture that remains vibrant within the school organization.

Students positive response to more varied learning indicates that changes in teaching strategies have a direct impact on student engagement. The increased participation, willingness to ask questions, and interest in learning observed in the research findings demonstrate that instructional innovations have tangibly enhanced students learning experiences. These findings align with the

OECD (2020), which emphasizes the importance of student agency in learning. The results are also consistent with CAST (2024), as the use of diverse media, group activities, and contextual learning provide more avenues for students to engage in the learning process. In the context of Islamic elementary schools, such student engagement is crucial because the elementary education phase is a critical period for establishing long-term learning habits. Therefore, successful management strategies that foster innovative learning are ultimately reflected in increased student participation and enthusiasm in the classroom.

The findings of the evaluation indicate that schools have made program monitoring and improvement an integral part of strengthening innovative learning. Evaluations are conducted not only on student learning outcomes but also on the learning process, the use of teaching methods, and teacher performance. This aligns with Pastore (2024), who emphasizes that formative assessment and school reform must go hand in hand for learning to truly improve. The results of this study also indicate that academic supervision serves as a tool for institutional reflection, not merely administrative control. With feedback and follow-up from evaluations, schools have mechanisms that enable innovative programs to be continuously improved. Therefore, evaluation can be understood as part of a management cycle that ensures learning innovations do not stop at the planning and implementation stages alone.

The existence of constraints such as limited resources, variations in teacher competence, and student readiness indicates that the implementation of management strategies takes place in situations that are not always ideal. This finding reinforces the argument presented in the introduction that the challenges of innovative learning often lie not only in the learning ideas themselves but also in the strength of the managerial systems that support them. In this context, the research results indicate that schools must continuously adapt strategies to the realities of available resources, teacher competencies, and student characteristics. These conditions are also consistent with the work of Hairani et al. (2025) and Abu-Tineh et al. (2025), who emphasize the importance of gradual, sustainable transformation supported by school leadership. This means that learning innovations in Islamic elementary schools do not operate in a vacuum but are part of an adaptation process requiring continuous guidance. Thus, the challenges identified do not indicate failure but rather highlight areas that still need strengthening within the school's management strategy.

Overall, the research findings confirm that Islamic education management strategies in elementary schools in Purwokerto have shown positive progress in strengthening innovative learning. Systematic planning, clear organization, principal leadership, teacher collaboration, the integration of Islamic values, and continuous evaluation are the key elements that reinforce one another. These

findings align with various theories discussed in the introduction, which position learning innovation as the result of interactions between leadership, organizational culture, teacher development, and evaluation systems. In the context of this study, Islamic educational management strategies have proven to not only regulate the school but also drive the transformation of students learning experiences. Although limitations remain, the school demonstrates adaptive capacity to ensure the sustainability of innovative learning programs. Therefore, this discussion affirms that strengthening innovative learning in elementary schools will be more effective when managed through targeted, collaborative, and quality-oriented Islamic educational management strategies.

Conclusion

Based on the research findings, it can be concluded that Islamic education management strategies in elementary schools in Purwokerto have been implemented in a structured manner through the functions of planning, organizing, implementing, and evaluating learning. Program planning is carried out through work meetings, teacher consultations, and evaluations of previous programs so that the direction of innovative learning can be formulated more clearly. Organization is carried out through the division of measurable tasks and responsibilities among the principal, teachers, and other school staff. The implementation of learning demonstrates a shift from a learning pattern that tends to be conventional toward learning that is more active, interactive, and contextual. Teachers have begun to utilize diverse learning media and involve students more intensively in the learning process. The integration of Islamic values into learning activities has also become a key characteristic that strengthens the school's identity. Values such as etiquette, discipline, responsibility, cooperation, and honesty are not merely taught conceptually but are instilled through daily learning processes. This indicates that learning innovations in Islamic elementary schools are not solely focused on academic achievement but also on the character development of students. Thus, Islamic educational management strategies have proven to play a crucial role in fostering meaningful and innovative learning. This conclusion underscores that good school governance serves as the primary foundation for improving the quality of learning.

The following conclusion indicates that the success of strengthening innovative learning is greatly influenced by the principal's leadership, teacher collaboration, and the school's institutional readiness. The principal serves as a guide, catalyst, and supervisor in encouraging teachers to continuously develop more creative learning approaches. Teachers act as the primary implementers who translate school policies into actual classroom practices. Collaboration among teachers in sharing experiences, developing teaching materials, and

evaluating learning further strengthens the sustainability of innovation in the school. On the other hand, available facilities and infrastructure are utilized optimally despite not being fully complete. Teachers creativity in using simple materials demonstrates that learning innovation does not always depend on modern facilities. Students more active and enthusiastic responses also indicate that the implemented strategies have a positive impact on learning engagement. Evaluations conducted periodically through supervision and meetings also help the school continuously improve its programs. These findings show that effective management strategies lie not only in planning but also in the school's ability to maintain continuity in implementation and evaluation. Therefore, the success of innovative learning is the result of the collaborative efforts of all school stakeholders within a mutually supportive management system.

On the other hand, this study also concluded that the implementation of Islamic education management strategies to strengthen innovative learning still faces a number of obstacles that need to be addressed. Limited supporting resources, variations in teachers' abilities to apply innovative methods, and differences in students' readiness to learn present real challenges in the field. Nevertheless, schools have demonstrated a strong commitment to continuously adjusting and improving their programs. This commitment is evident in efforts to train teachers, strengthen coordination, and conduct evaluations in stages. These findings confirm that learning innovation is an evolving process that requires continuous support. The Islamic education management strategies implemented have provided a positive direction, but still require strengthening in terms of resources, teacher competencies, and facility support. This study demonstrates that the local context of elementary schools in Purwokerto significantly influences the form and success of the strategies implemented. Therefore, the development of Islamic education management must be tailored to the actual needs of the schools and the characteristics of the students. Overall, this study confirms that targeted, collaborative, and value-oriented Islamic education management strategies can serve as a crucial foundation for strengthening innovative learning. Thus, the findings of this study can serve as a reference for schools, teachers, and policymakers in improving the quality of Islamic elementary education more effectively and sustainably.

References

- Abu-Tineh, A. M., Alazaizeh, M., Shal, T., Alshaboul, Y., & Ghamrawi, N. (2025). School leaders digital leadership and teachers digital competency in government schools in Qatar: Predicting teachers' perceptions. *Leadership and Policy in Schools*. Advance online publication. <https://doi.org/10.1080/15700763.2025.2531061>

- Ahmad, M., Ahmed, M., & Mustafa, M. (2025). Purposive sampling in qualitative research: A framework for the entire journey. *Quality & Quantity*. Advance online publication. <https://doi.org/10.1007/s11135-024-02022-5>
- Ahmed, S. K. (2024). The pillars of trustworthiness in qualitative research. *Journal of Medicine, Surgery, and Public Health*, 2, 100051. <https://doi.org/10.1016/j.glmedi.2024.100051>
- Alajmi, A. M., Alshammari, E. A., & Alotaibi, A. M. (2022). The impact of digital leadership on teachers acceptance and use of technology in education. *International Journal of Educational Management*, 36(4), 789 804.
- Alzouebi, K., Al Hammadi, D. Y., Ankit, A., & Abu Khurma, O. (2025). School innovation: Building a culture through leadership and stakeholder engagement. *Societies*, 15(4), 77. <https://doi.org/10.3390/soc15040077>
- Aydin, B., Fokkema, M., Eryilmaz, N., Muijs, D., Scherer, R., & Pietsch, M. (2025). How school leadership and innovation shape instructional pathways to student achievement across nations: Evidence from multilevel structural equation modeling and decision tree analysis. *Studies in Educational Evaluation*, 87, 101521. <https://doi.org/10.1016/j.stueduc.2025.101521>
- Bl meke, S., Nilsen, T., & Scherer, R. (2021). School innovativeness is associated with enhanced teacher collaboration, innovative classroom practices, and job satisfaction. *Journal of Educational Psychology*, 113(8), 1645 1667. <https://doi.org/10.1037/edu0000668>
- Bouncken, R. B., Czakon, W., & Schmitt, F. (2025). Purposeful sampling and saturation in qualitative research methodologies: Recommendations and review. *Review of Managerial Science*, 20(2), 579 615. <https://doi.org/10.1007/s11846-025-00881-2>
- Braun, V., & Clarke, V. (2024). Supporting best practice in reflexive thematic analysis reporting in *Palliative Medicine: A review of published research and introduction to the Reflexive Thematic Analysis Reporting Guidelines*. *Palliative Medicine*. Advance online publication. <https://doi.org/10.1177/02692163241234800>
- CAST. (2024). Universal Design for Learning Guidelines version 3.0. CAST. <https://udlguidelines.cast.org/>
- Chand, S. P. (2025). Methods of data collection in qualitative research. *Advances in Educational Research and Evaluation*, 1(1).
- Cijvat, I., Denessen, E., & Slegers, P. (2025). Teachers self-regulated teaching in innovative adaptive teaching practices. *Teacher Development*. Advance online publication. <https://doi.org/10.1080/13664530.2025.2560971>

- oban, ., & Atasoy, R. (2020). Relationship between distributed leadership, teacher collaboration, and organizational innovativeness. *International Journal of Evaluation and Research in Education*, 9(4), 903–911. <https://doi.org/10.11591/ijere.v9i4.20679>
- Gonzales, M. M., Garza, T., & Leon-Zaragoza, E. (2024). Generating innovative ideas for school improvement: An examination of school principals. *Education Sciences*, 14(6), 650. <https://doi.org/10.3390/educsci14060650>
- Hairani, E., Deni, H., & Putri, Y. (2025). Enhancing leadership for sustainable digital transformation in private secondary schools. *Al-Ishlah: Journal of Education*, 17(1).
- Hosseini, M., & Hauks, . (2025). Beyond macroethics: Developing an ethical framework for interview data collection and analysis to acknowledge participant rights. *Journal of Academic Ethics*. Advance online publication. <https://doi.org/10.1007/s10805-024-09594-9>
- Hsieh, C.-C., Tai, S.-E., & Li, H.-C. (2024). The impact of school leadership on teacher innovativeness: Evidence from a multilevel analysis of the 2018 Taiwan TALIS survey. *Asia Pacific Journal of Education*, 1–18. <https://doi.org/10.1080/02188791.2024.2397040>
- Inayat, S., & Younas, A. (2025). Choosing an analytical approach in qualitative descriptive studies. *Journal of Holistic Nursing*. Advance online publication. <https://doi.org/10.1177/10784535251390542>
- Isangula, K. G., Kelly, S., & Wamoyi, J. (2024). Manual qualitative data coding using MS Word for students and early-career researchers in resource-constrained settings. *International Journal of Qualitative Methods*, 23. <https://doi.org/10.1177/16094069241299223>
- Junnier, F. (2024). Action and understanding in the semi-structured research interview: Using conversation analysis to analyze European research scientists attitudes toward linguistic disadvantage. *Journal of English for Academic Purposes*, 72, 101438.
- Karim, M., Oktarina, K., & Antoni, S. (2025). The role of digital leadership and administrative innovation in enhancing school management effectiveness in the era of Education 5.0. *Indonesia Journal of Engineering and Education Technology*, 3(2), 60–66. <https://doi.org/10.61991/ijeet.v3i2.199>
- Kavalieraki-Foka, D., Kottara, C., & Anagnostopoulou, G. (2024). Observations as a dynamic methodological tool in educational research.

- Kohake, K., White, K., & colleagues. (2024). Systematic observation to measure teaching quality in different elementary educational contexts. *Frontiers in Education*, 9, 1437996. <https://doi.org/10.3389/feduc.2024.1437996>
- Laursen, R., Nielsen, B. L., & Møller, J. (2025). The role of school leaders transformational leadership practices and sense-making during the implementation of new technology: The case of the mandatory introduction of a learning management system in Danish schools. *Leadership and Policy in Schools*. Advance online publication. <https://doi.org/10.1080/15700763.2025.2482160>
- Lim, W. M. (2025). What is qualitative research? An overview and guidelines. *Australasian Marketing Journal*. Advance online publication. <https://doi.org/10.1177/14413582241264619>
- Liu, S., Lu, J., & Yin, H. (2022). Can professional learning communities promote teacher innovation? A multilevel moderated mediation analysis. *Teaching and Teacher Education*, 109, 103571. <https://doi.org/10.1016/j.tate.2021.103571>
- Mansfield, K. C., & Lambrinou, M. L. (2024). Culturally responsive leadership: A critical analysis of one school district's five-year plan. *Frontiers in Education*, 9, Article 1385788. <https://doi.org/10.3389/feduc.2024.1385788>
- Morgan, D. L. (2026). Query-based analysis: A strategy for analyzing qualitative data using ChatGPT. *Qualitative Health Research*. Advance online publication. <https://doi.org/10.1177/10497323251321712>
- Niu, J., & Huang, F. (2025). Educational leadership for digital transformation: A comparative framework for sustainable development in a global context. *Journal of Information Systems Engineering and Management*, 10(21s).
- O'Shea, C. (2021). Distributed leadership and innovative teaching practices. *International Journal of Educational Research Open*, 2, 100088. <https://doi.org/10.1016/j.ijedro.2021.100088>
- OECD. (2020). *OECD Learning Compass 2030*. OECD Publishing.
- Pan, H.-L. W., Lin, Y.-C., & Chung, C.-H. (2024). Teacher collaboration, school innovativeness, and innovative teaching in Taiwan: Evidence from TALIS. *International Journal of Educational Research*, 127, 102383. <https://doi.org/10.1016/j.ijer.2024.102383>
- Pastore, S. (2024). Institutionalizing formative assessment through school reform: When educational policy and teacher education are misaligned. *Cogent Education*, 11(1), 2428075. <https://doi.org/10.1080/2331186X.2024.2428075>

- Pownall, M., Talbot, C. V., Henschel, A., Lautarescu, A., Lloyd, K. E., Hartmann, H., & Fenton, O. (2024). Is replication possible in qualitative research? A perspective- -piece on critical evaluation, triangulation, and crystallization. *Educational Psychology Review*. Advance online publication. <https://doi.org/10.1080/13803611.2024.2314526>
- Quintela Do Carmo, G., Vinuesa, V., Demb I , M., & Ayotte-Beaudet, J.-P. (2024). Going beyond adaptation: An integrative review and ethical considerations of semi-structured interviews with elementary-aged children. *International Journal of Qualitative Methods*, 23. <https://doi.org/10.1177/16094069241247474>
- Riazi, A. M., Shi, L., & Haggerty, J. (2023). Trustworthiness in L2 writing research: A review and analysis of qualitative studies. *Journal of Second Language Writing*, 62, 101034.
- Rom n-Cort z, K. R., Cede o-Su rez, M. A., & collaborators. (2025). Transformational leadership and its impact on educational innovation. *Frontiers in Education*, 10, Article 1630004. <https://doi.org/10.3389/feduc.2025.1630004>
- Schlunegger, M. C., Zumstein-Shaha, M., & Palm, R. (2024). Methodologic and data-analysis triangulation in case studies: A scoping review. *Western Journal of Nursing Research*. Advance online publication. <https://doi.org/10.1177/01939459241263011>
- Serim-Yıldız, B., & colleagues. (2025). Knowledge of and approach toward ethics in research involving children: A qualitative study.
- Shah, R., Lopes Cardozo, M., & Hjarrand, J. (2024). Learning as ecosystems: Shifting paradigms for more holistic programming in education and displacement. *International Journal of Educational Development*, 104, 102943. <https://doi.org/10.1016/j.ijedudev.2023.102943>
- Sibley, L., Fabian, A., Plicht, C., Pagano, L., Ehrhardt, N., Wellert, L., Bohl, T., & Lachner, A. (2025). Adaptive teaching with technology enhances lasting learning. *Learning and Instruction*, 99, 102141. <https://doi.org/10.1016/j.learninstruc.2025.102141>
- Siregar, J., Widodo, W., Permana, R., Sriyono, H., & Saputro, A. (2026). Fostering teachers innovative work behavior: Perspectives on digital leadership, creativity, and proactive personality through work engagement. *European Journal of Educational Research*, 15(1), 323–339. <https://doi.org/10.12973/eu-jer.15.1.323>

- Stratton, S. J. (2024). Purposeful sampling: Advantages and pitfalls. *Prehospital and Disaster Medicine*, 39(3), 381-383.
- Syvertsen, I. M., Ruhl, S., Pietsch, M., & Cramer, C. (2024). School leaders' innovation-related self-efficacy: Professional development and learning networks make a difference. *Professional Development in Education*. Advance online publication. <https://doi.org/10.1080/19415257.2024.2434106>
- Tenny, S., Brannan, G. D., & Brannan, J. M. (2022). Qualitative study. In *StatPearls*. StatPearls Publishing.
- Toomla, K., Hooshyar, D., & Kikas, E. (2026). Tracing and supporting self-regulated learning in K-12 digital learning: A systematic review of the last three decades (1990-2024). *Educational Research Review*, 47, 100782. <https://doi.org/10.1016/j.edurev.2026.100782>
- Trundle, C., & Bliuc, A.-M. (2025). Challenging the common assumptions of reflexivity in qualitative research. *International Journal of Qualitative Methods*, 24. <https://doi.org/10.1177/16094069251369311>
- UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO.
- UNICEF, UNESCO, USAID, FCDO, Gates Foundation, & World Bank. (2022). RAPID: A framework to accelerate foundational learning. UNICEF.
- Valverde-Berrocoso, J., Rivas-Flores, J. I., Anguita-Martínez, R., & Montes-Rodríguez, R. (2023). Pedagogical change and innovation culture in secondary education: A Delphi study. *Frontiers in Education*, 8, 1092793. <https://doi.org/10.3389/feduc.2023.1092793>
- Witt, J., Aydın, B., & colleagues. (2025). Leading digital innovation in schools: The role of the open innovation mindset of school leaders. *Journal of Research on Technology in Education*. Advance online publication. <https://doi.org/10.1080/15391523.2024.2398528>
- Wolf, S., Pisani, L., Dowd, A. J., & colleagues. (2025). Examining the validity of an observational tool of classroom support for engaged learning in early childhood. *Early Childhood Education Journal*. Advance online publication.
- Wutich, A., Beresford, M., & Bernard, H. R. (2024). Sample sizes for 10 types of qualitative data analysis: An integrative review, empirical guidance, and next steps. *International Journal of Qualitative Methods*, 23. <https://doi.org/10.1177/16094069241296206>

- Yang, C., & Xu, Z. (2026). Principal visionary leadership and teacher instructional innovation: Mediating roles of teacher workplace well-being and collaboration. *Frontiers in Psychology*, 17, 1701099. <https://doi.org/10.3389/fpsyg.2026.1701099>
- Zavattaro, F., & Gille, F. (2026). The 30-minute interview methods guide: Lessons from over 100 interviews in the health policy domain. *International Journal of Qualitative Methods*, 25. <https://doi.org/10.1177/16094069251414255>