



Educational Innovation in Islamic Education Management to Improve the Quality of Pedagogical Training for Private Higher Education Institution Administrators in Jakarta

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Abstract

This study aims to analyze educational innovations in Islamic education management to improve the quality of pedagogical training for administrators of private universities in Jakarta. The study employs a qualitative field research approach. Data were collected through in-depth interviews, observations, and documentation involving university leaders, academic administrators, quality assurance units, and senior faculty members. The results indicate that educational innovations have begun to emerge but have not yet been institutionalized as systematic, measurable, and sustainable programs. Pedagogical training for administrators remains sporadic, is primarily directed toward faculty members, and has not been designed to align with the specific needs of administrators roles in academic leadership. The findings also reveal variations in understanding of educational innovation, budget constraints, administrative burdens, weak coordination between units, and the lack of strong integration of Islamic values in training design. Nevertheless, some administrators have demonstrated initiatives for renewal through learning evaluations, faculty mentoring, and the utilization of academic technology. This study concludes that strengthening pedagogical training for administrators is a strategic necessity. Private universities in Jakarta need to establish a training system that is relevant, collaborative, grounded in Islamic values, and integrated with institutional quality policies. This system is expected to strengthen administrators capacity to design development programs, evaluate learning processes, lead organizational change, and ensure that educational innovations align with the needs of the institution, faculty, students, and the surrounding community in a sustainable manner.

Keywords: Educational innovation, Islamic educational management, pedagogical training, higher education administrators, private universities

Introduction

Higher education institutions today face the pressure of increasingly rapid change as a result of digitalization, competition over quality, and the growing demand for learner-centered education. In this context, private universities can no longer rely solely on purely administrative management models. Institutions

are required to develop educational innovations capable of comprehensively integrating institutional governance, the quality of pedagogical training, and academic outcomes. Chigbu et al. (2023) emphasize the importance of an innovative pedagogical ecosystem; Bitar and Davidovich (2024) highlight the drive for digital transformation in learning; and Gudoniene et al. (2025) underscore the need for a hybrid model supported by a mature pedagogical framework. These three perspectives demonstrate that educational innovation is not merely the utilization of technology, but rather a comprehensive renewal of learning design, processes, and culture. Therefore, discussions regarding the management of Islamic education must focus on how innovation is strategically managed to have a tangible impact on the quality of pedagogical training.

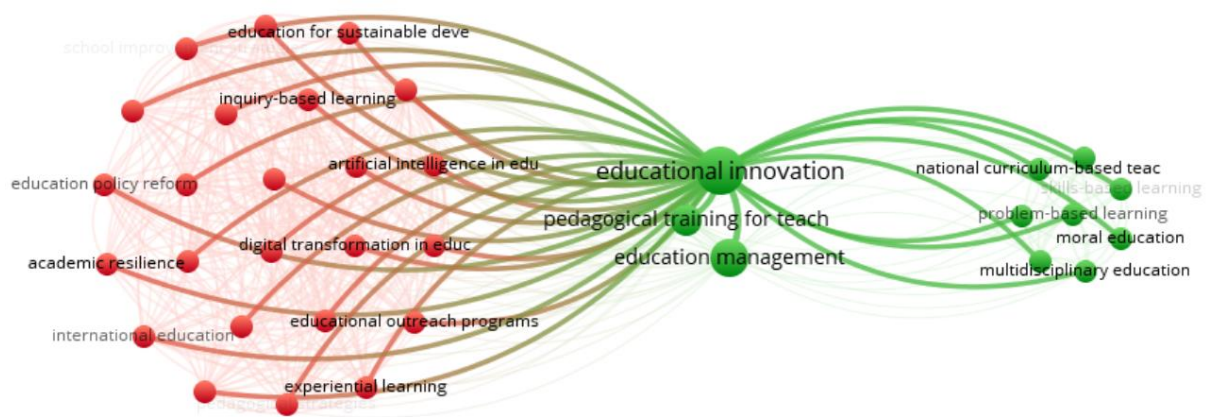


Figure 1. VOSviewer Educational Innovation

A search using the keyword "Educational Innovation" in the Scopus database yielded 8,460 relevant documents. These documents were then exported in RIS format to facilitate further analysis. After the export process, the data was visualized using VOSviewer to examine the relationships between documents and research topics. The resulting visualization provides a clear picture of the thematic relationships within the field of educational innovation. The visualization results in Figure 1 show the presence of networks or clusters formed from interrelated keywords and publications. Through the use of this tool, various trends, tendencies, and patterns of research development regarding educational innovation can be identified more systematically.

One of the weaknesses frequently observed in higher education institutions is the lack of a consistent pedagogical training system for academic administrators. In fact, administrators not only perform administrative functions but also shape the direction of educational quality through policies, mentoring, and evaluation. When pedagogical training is designed on an ad hoc basis, the resulting capacity building tends to be short-lived and fails to foster sustainable institutional change. Perez-Sanagust n et al. (2022) propose a competency framework for learning innovation centers, Lim et al. (2025) highlight the importance of personalized professional development, and Gu et al. (2025) demonstrate that targeted digital training can enhance teaching quality. This

indicates that strengthening pedagogical competencies requires a system that is well-planned, adaptive, and relevant to the institution's actual needs. In this context, educational innovation must be understood as an institutional investment that prepares administrators to lead sustainable changes in learning.

Educational innovation will only succeed if supported by an organizational culture that allows room for experimentation, reflection, and continuous improvement. Many institutions fail to innovate not because of a lack of ideas, but because they lack clear and structured mechanisms for change. Barriers such as resistance, time constraints, and weak structural support often cause pedagogical reforms to remain merely theoretical. Valdes Sanchez and Gutierrez-Esteban (2023) highlight the drivers and barriers to innovation, Campbell and Wood (2026) offer a tiered change framework, and Vasel (2025) demonstrates that pedagogical change requires a managed organizational process. These findings underscore that educational leadership must be able to link a vision for innovation with realistic implementation steps. Thus, Islamic educational management needs to embed innovation as a work culture, rather than as a short-term project detached from the institutional system.

In addition to organizational culture, the success of educational innovation is also significantly influenced by an institution's ability to learn collectively. Higher education institutions that are able to foster organizational learning are generally better prepared to adapt to the changing needs of students and society. Such institutions not only adopt new programs but also create mechanisms for cross-unit and cross-stakeholder collaboration. Trevisan et al. (2024) emphasize the importance of transformative organizational learning; Nunez-Canal et al. (2026) demonstrate the relationship between stakeholder engagement and strategic innovation; while Cai et al. (2020) view higher education institutions as part of a broader innovation ecosystem. From this, it is evident that strengthening pedagogical training should not stand alone but be embedded within a collaborative institutional strategy. This perspective is particularly relevant for private universities that require synergy among leadership, faculty, educational staff, and external partners.

Pedagogical changes in the modern era also demand flexibility in both instructional design and training design. Effective pedagogical training should help administrators understand how face-to-face, online, and blended learning can be integrated according to the institution's needs. On the other hand, flexibility without a clear design framework risks compromising the quality and consistency of implementation. Hildebrandt et al. (2025) developed an international blended and virtual learning design framework; Afonso et al. (2025) emphasized strengthening faculty digital competencies through flexible design; and Mahrishi et al. (2025) demonstrated the relevance of the HyFlex model in the higher education landscape. These three references indicate that pedagogical innovation requires deliberate and well-thought-out design, not merely technical adjustments. Therefore, administrators of private universities need training that enables them to select, organize, and oversee the learning models most suitable for their institutional context.

From the perspective of Islamic educational management, innovation is measured not only by program efficiency but also by the alignment of educational values, objectives, and the public good. Therefore, pedagogical training for administrators must reconcile the demands of professionalism with the institution's ethical and spiritual orientation. This need becomes increasingly critical as Islamic higher education institutions confront digital transformation, sustainability demands, and curriculum renewal. Yani et al. (2026) emphasize the significance of digital readiness in academic productivity; Abdullah et al. (2026) link Islamic higher education to Education for Sustainable Development; and Bin Jamil et al. (2024) demonstrate that curriculum reform in Islamic education demands the renewal of educator training. This demonstrates that educational innovation in Islamic education management must be integrative, connecting technical competencies, institutional vision, and Islamic values. On this basis, pedagogical training should not be understood merely as teaching skills but also as a means of fostering a more visionary management orientation.

Islamic higher education also requires innovations that are sensitive to the social and cultural contexts and the experiences of those involved in education. Overly standardized approaches often fail to address the diverse needs of students, faculty, and administrators at the local level. Therefore, pedagogical reform must listen to the voices of educators, integrate local knowledge, and uphold the humanistic dimension in institutional management. Abdalla et al. (2022) propose a dialogical approach in Islamic education, Ramli et al. (2025) emphasize the integration of local knowledge in curriculum innovation, and Jailani et al. (2025) highlight the importance of a transformative perspective in values-based education. These three perspectives affirm that educational innovation will be stronger if it is built from on-the-ground realities, rather than merely from imposed normative models. This is crucial for regions like Jakarta, where private universities require development strategies relevant to the character of the community and its environment.

The quality of pedagogical training cannot be adequately assessed by the number of activities conducted, but rather by tangible changes in the way of thinking and practices regarding learning management. Therefore, evaluation and assessment are crucial aspects in the design of training for administrators. Without effective reflection and feedback tools, training tends to remain limited to the transfer of content without producing meaningful institutional impact. Fialho et al. (2023) emphasize the importance of training in pedagogical assessment, Mesny et al. (2026) highlight the need for assessment innovation in higher education, and Morales-Maure et al. (2025) propose Lesson Study and Didactic Suitability Criteria as frameworks for pedagogical development. All three suggest that training evaluation should be directed toward improving the quality of decision-making, the quality of mentoring, and the quality of learning implementation. Thus, pedagogical training for administrators needs to be designed with measurable success indicators and oriented toward continuous improvement.

Strengthening pedagogical training also requires a connection between individual competency development and institutional policies. Many development

programs fail to be sustainable because they are not linked to academic support centers, quality policies, and the needs of academic programs. In such situations, administrators often receive training but lack the space to translate it into managerial decisions. Suwono and Prasetyo (2026) emphasize innovative professional development practices; Bitar and Davidovitch (2026) highlight the role of Centers for Teaching and Learning; and Marques (2025) demonstrate the importance of the didactic dimension in the design of higher education programs. This indicates that educational innovation will be more effective if pedagogical training is positioned as part of the institution's quality architecture. For private universities, this approach can help transform training from a ceremonial activity into an instrument for strengthening academic governance.

Pedagogical innovation ultimately requires the courage to shift training from a lecture-based model to a participatory and creative one. Administrators need to be trained to understand learning as a process of problem-solving, collaboration, and value creation. This approach is crucial because the challenges facing higher education today can no longer be addressed through routine, linear methods. Kwangmuang et al. (2025) highlight technology-based design thinking and local wisdom; Ryan et al. (2025) develop studio-based education for responsible learning; and Lehtimäki et al. (2026) demonstrate the potential of arts-based methods in pedagogical innovation in management. These three approaches suggest that pedagogical training for administrators must be active, reflective, and contextual. In this way, administrators not only understand the theory of learning change but also directly experience the innovation process.

Amid these various developments, private universities in Jakarta face the need to improve the quality of academic management in a more targeted manner. This need arises because the quality of an institution depends heavily on the ability of administrators to translate the institution's vision into meaningful learning practices. When administrators lack adequate pedagogical training, academic decisions risk prioritizing administrative aspects over the quality of the learning process. Consequently, quality improvement programs often progress slowly, unevenly, and struggle to foster a strong culture of learning. This situation makes pedagogical training a strategic necessity, not merely an add-on in the human resource development agenda. Therefore, educational innovation in Islamic education management must be directed toward addressing the needs of administrators in a direct and contextually relevant manner.

Administrators of private universities occupy a unique position, caught between policy demands, resource constraints, and public expectations regarding the quality of educational services. This position requires them to possess pedagogical capacities distinct from those of faculty members, yet closely tied to the quality of learning. They must understand how to design mentoring programs, identify faculty needs, manage evaluations, and ensure that academic policies are implemented effectively. If these capacities are weak, learning innovations will struggle to survive because they lack adequate structural support. From the perspective of Islamic educational management, the ability to lead such changes is a crucial part of the mandate for institutional stewardship.

Therefore, pedagogical training for administrators must be designed to strengthen academic leadership competencies grounded in values and quality.

To date, many studies on pedagogical training have focused primarily on faculty members as the direct implementers of instruction. In reality, higher education administrators exert significant influence over the direction, intensity, and sustainability of instructional innovation at the institutional level. This lack of attention to this group means that their needs are often overlooked in professional development designs. Consequently, decisions that should support pedagogical renewal are often not grounded in an adequate understanding of the teaching and learning process. This highlights a critical research gap in examining how educational innovations can be specifically designed for private higher education administrators. Such a focus is relevant for developing training models that are not only theoretical but also practical for daily academic governance.

This research is significant because Islamic educational management views educational quality as the result of a synergy between values, systems, and institutional practices. Within this framework, pedagogical training for administrators can be viewed as a tool to enhance the quality of decision-making, the quality of guidance, and the quality of academic services. If designed innovatively, such training can help institutions build a more adaptive organizational learning culture. Furthermore, strengthening the capacity of administrators has the potential to create a ripple effect on faculty quality, the quality of the learning process, and the quality of the student experience. Thus, research on educational innovation in Islamic education management does not stop at conceptual discourse but targets concrete needs for change. It is this position that gives this research theme both academic and practical value for the development of private universities in Jakarta.

The novelty of this study lies in its effort to link educational innovation, Islamic educational management, and the quality of pedagogical training within a single, comprehensive analytical framework. Until now, these three aspects have often been discussed separately, making it difficult to generate actionable recommendations for institutions. By focusing on the administrators of private universities, this study aims to bridge the gap between institutional management and the improvement of learning quality. This focus is crucial because the quality of academic management largely determines whether innovations remain on paper or are actually put into practice. Furthermore, the Jakarta context offers specific value by allowing for a closer examination of the local needs of private higher education institutions. Therefore, this study is expected to provide a foundation for developing a pedagogical training model that is relevant, grounded in Islamic values, and implementable.

Based on the above discussion, it is clear that improving the quality of pedagogical training for private higher education administrators requires an innovative approach integrated with Islamic educational management. Such innovation must be capable of addressing the challenges of changing times while maintaining the value orientation that defines the institution's character. This study is based on the assumption that the quality of learning is determined not only by instructors in the classroom but also by the quality of administrative

decisions that shape the entire academic process. Therefore, this study aims to analyze how educational innovation can be developed within Islamic education management to enhance the quality of pedagogical training for private university administrators in Jakarta. The research findings are expected to provide theoretical contributions to the advancement of Islamic education management scholarship. Additionally, the findings are also expected to offer practical contributions to private universities in designing a more effective, systematic, and sustainable pedagogical training system.

Methodology

This study employs a qualitative *field research* approach to gain an in-depth understanding of educational innovation practices in the management of Islamic education at private universities in Jakarta. This approach was chosen because the focus of the research is not on measuring the magnitude of influence statistically, but rather on interpreting the processes, meanings, experiences, and institutional dynamics occurring in the field. Studies on innovative pedagogical ecosystems indicate that educational change occurs through the interaction of actors, systems, and learning cultures that cannot be reduced to mere numbers. Chigbu et al. (2023), Bitar and Davidovich (2024), and Gudoniene et al. (2025) demonstrate that educational innovation develops within complex digital, hybrid, and organizational contexts. Therefore, qualitative field research is considered most appropriate for capturing this reality in a contextual and naturalistic manner. With this design, researchers can obtain a comprehensive picture of how pedagogical training is designed, implemented, and interpreted by institutional administrators.

The research location was selected at a private university in Jakarta Regency that conducts academic activities based on Islamic education management or has policies to strengthen Islamic values in its academic governance. The location was chosen deliberately because this region represents a genuine need to improve the quality of academic management and provide pedagogical training for administrators. The selection of the field setting also considered data accessibility, institutional diversity, and the relevance of the research issues to local conditions. The focus of observation was directed at units involved in the planning, implementation, and evaluation of pedagogical training. Thus, the research field is understood not merely as a site for data collection, but as a social space where the meanings and practices of innovation are produced. The local context of Jakarta is considered important because it provides an empirical basis for the development of a realistic and implementable training model.

The research subjects were selected using *purposive sampling*, taking into account the informants positions, experience, and involvement in academic management and pedagogical training. The primary informants included university administrators, program chairs, heads of quality assurance units, training coordinators, senior faculty members, and other parties relevant to the study's focus. Selecting informants in this manner allows researchers to obtain

rich data because each participant is chosen based on their capacity as a holder of relevant experience and knowledge. Dahal et al. (2024) emphasize that participant selection in qualitative research must be grounded in the study's objectives, research questions, and the depth of information sought. Perez-Sanagustín et al. (2022) and Lim et al. (2025) also indicate that the development of educational innovation and professionalism requires the involvement of actors who are truly at the center of institutional change. On this basis, the number of informants in this study is flexible and will expand until the data obtained is deemed sufficient to explain the research focus.

Research data sources are categorized into primary and secondary data to facilitate a more comprehensive understanding of the phenomenon. Primary data is obtained directly from informants through in-depth interviews, field observations, and interactions during the research process. Secondary data is obtained from institutional documents such as strategic plans, academic guidelines, quality assurance reports, training modules, meeting minutes, and activity archives. Gu et al. (2025) indicate that effective professional development must be understood through training practices and their implementation policies, while Valdes Sanchez and Gutierrez-Esteban (2023) emphasize the importance of examining both the drivers and barriers to change. Campbell and Wood (2026) also demonstrate that educational innovation occurs at the everyday, strategic, and radical levels, thus requiring a variety of data sources to capture all its layers. Therefore, the integration of various data sources in this study is intended to provide a more comprehensive and mutually reinforcing picture.

The primary data collection method used in this study was *in-depth interviews*. The interviews were conducted in a semi-structured manner to provide the researcher with clear guidelines while still allowing informants the freedom to explain their experiences and perspectives. The interview guidelines were developed based on the study's focus areas: educational innovation, Islamic education management, and the quality of pedagogical training. The interviews were conducted face-to-face on campus or at locations mutually agreed upon with the informants. Each interview was recorded with the informant's permission and supplemented with field notes to capture nonverbal cues and the context of the conversation. Through this technique, the researcher sought to obtain in-depth data regarding the practices, challenges, and needs of administrators in developing pedagogical training.

In addition to interviews, this study employed field observations to directly examine the situations, behaviors, interactions, and institutional practices related to pedagogical training. Observations were conducted on a non-participant basis during relevant activities, such as academic meetings, internal workshops, faculty training sessions, or learning quality evaluation activities. This technique is crucial so that researchers do not rely solely on informants' verbal statements but also understand how innovations are actually implemented within the organizational context. Vasei (2025) demonstrates that educational change is often influenced by organizational processes that are not always evident in formal documents; Trevisan et al. (2024) emphasize the importance of transformative organizational learning; and Nunez-Canal et al. (2026) highlight the relevance of stakeholder

engagement in strategic innovation. With these considerations in mind, observation was used to capture patterns of collaboration, leadership styles, and institutional responses to pedagogical renewal. The results of the observations were then systematically recorded in *field notes* to serve as material for analysis alongside data from interviews and documentation.

Documentation is used as a supporting technique to trace the history of policies, the direction of institutional development, and formal evidence of the implementation of pedagogical training. The documents analyzed include academic policies, organizational structures, quality standards, curricula, training modules, evaluation reports, and presentation materials for activities. Document analysis is essential because there are often discrepancies between written policies and actual practices in the field. Cai et al. (2020) view higher education institutions as part of an innovation ecosystem; Hildebrandt et al. (2025) emphasize the importance of cross-modal learning design; and Afonso et al. (2025) highlight the strengthening of digital competencies through flexible institutional design. These three perspectives indicate that documents are not merely administrative records but rather a crucial source for understanding the direction of innovation and organizational readiness. Therefore, the documentation in this study is treated as substantive data that helps verify and enrich field findings.

In qualitative research, the researcher is the primary instrument responsible for designing the research focus, collecting data, interpreting meaning, and drawing conclusions. This role demands sensitivity, openness, and reflective ability so that the researcher can capture the reality of the field appropriately. To this end, the researcher prepares by conducting preliminary studies, developing data collection guidelines, and practicing interviews before entering the field. During the research process, the researcher also engages in periodic reflection to become aware of personal assumptions that might influence data interpretation. This step is crucial to ensure interactions with informants remain ethical, dialogic, and do not dominate the participants' voices. Thus, the researcher's presence in the field is intended to serve as a means of understanding, not directing, the reality being studied.

The interview guide was organized into several key themes to ensure that the data collected remained focused yet open enough for exploration. These themes include educational innovation policies, the design and needs of pedagogical training, the dimension of Islamic values in management, the institution's digital readiness, and challenges in program implementation. Each theme is translated into open-ended questions that allow informants to provide concrete examples of practices they have experienced. Mahrishi et al. (2025) highlight the importance of the flexibility of the *HyFlex* learning model, Yani et al. (2026) emphasize the role of digital readiness in academic productivity, and Abdullah et al. (2026) link the management of Islamic education to a sustainability orientation. These references help researchers develop interview themes relevant to the current context of Islamic higher education. With these guidelines, the interviews are expected to explore the relationship between innovation, values, and training quality in depth.

To enhance the depth of the data, the researchers also examined how Islamic values are articulated in management processes and pedagogical training. This examination included how the institution understands professionalism, academic service ethics, faculty development, and the cultivation of a learning culture aligned with an Islamic vision. Data on this aspect was obtained through follow-up interviews, a review of vision and mission documents, and observations of daily institutional practices. Bin Jamil et al. (2024) demonstrate that curriculum reform in Islamic education has implications for the renewal of educator training; Abdalla et al. (2022) highlight the importance of a dialogical approach; and Ramli et al. (2025) emphasize the relevance of local knowledge in curriculum innovation. These three perspectives form the basis for understanding Islamic education management as a process that is not merely administrative but also cultural and normative. Consequently, the methodology of this study is designed to capture both the institutional dimensions and the value dimensions embedded in management practices.

The field research was conducted in several interrelated stages. The first stage was the pre-field phase, which included obtaining permits, scouting locations, identifying initial informants, and refining the research instruments. The second stage was the fieldwork phase, which included interviews, observations, document collection, and the ongoing recording of the researcher's reflections. The third stage is data organization, which involves transcribing interview results, compiling observation notes, classifying documents, and assigning preliminary codes to the data. The fourth stage is in-depth analysis and verification of findings through cross-source comparison and clarification with informants as needed. These stages are designed to ensure the research process proceeds systematically, transparently, and in alignment with the research objectives.

Data validity in this study was ensured through the consistent application of *trustworthiness* criteria. These criteria include credibility, transferability, dependability, and confirmability, which were applied from the data collection process through to the writing of the research findings. Operationally, the researcher employed source triangulation, methodological triangulation, extended fieldwork, peer discussion, and *member checking*. Ahmed (2024) asserts that the quality of qualitative research depends on the four pillars of *trustworthiness*; Kullman and Chudyk (2025) propose a model of *participatory member checking*; and Fialho et al. (2023) highlight the importance of evaluative reflection in strengthening pedagogical practices. Based on this, each finding will be re-examined through a comparison of interviews, observations, and documents, as well as through limited confirmation with relevant informants. This step is taken to ensure that the researcher's interpretations remain accountable and do not deviate from field realities.

In this study, triangulation is not merely understood as a verification technique, but as a strategy to deepen understanding of the phenomenon. Source triangulation was conducted by comparing statements from the leadership, quality managers, faculty members, and training coordinators. Methodological triangulation was conducted by comparing interview results, observation findings, and the content of documents obtained from the institution.

Temporal triangulation was achieved by collecting data on different occasions so that the researcher could observe both the consistency and changes in the information. In this way, data that initially appeared partial could be interpreted as a more complete and mutually explanatory pattern. The results of the triangulation were then used as a basis for confirming the main findings of the study.

The data analysis technique used was interactive qualitative analysis, which took place from the start of data collection until the completion of the study. The analysis began with data reduction through the selection of key information, coding, and grouping of data according to research themes. The next stage involved presenting the data in the form of matrices, narratives, and thematic mapping to facilitate understanding of the relationships between categories. Mesny et al. (2026) emphasize the importance of critical analysis of innovative assessment practices; Morales-Maure et al. (2025) highlight the role of *lesson study* and *didactic suitability criteria*; and Suwono and Prasetyo (2026) underscore professional development oriented toward continuous learning. These references assist researchers in developing analytical categories sensitive to the quality of training, evaluation practices, and changes in administrators competencies. The final step of the analysis involves drawing preliminary conclusions and conducting repeated verification until consistent patterns emerge that can be explained through sound reasoning.

The coding process was conducted in stages, beginning with *open coding*, followed by *axial coding*, and culminating in the identification of the core themes most relevant to the research focus. During the *open coding* stage, the researcher flagged key statements related to educational innovation, management, training, Islamic values, and institutional challenges. During the *axial coding* stage, similar codes were linked to form larger, meaningful categories. Subsequently, these categories are analyzed to identify central themes that explain the patterns of relationships among phenomena in the field. This entire process is conducted manually and can be aided by analysis tables to ensure data tracking remains organized and easily auditable. With this strategy, the analysis results are expected to represent field data clearly and in a structured manner.

In the final analysis, the researchers also examined the connection between the informants individual experiences and the broader institutional quality system. This was done because the quality of pedagogical training is determined not only by the training materials but also by structural support, policies, and academic culture. Therefore, the findings will not be interpreted separately for each informant but will be linked to the institutional mechanisms that shape them. Bitar and Davidovitch (2026) emphasize the role of *Centers for Teaching and Learning*, Marques (2025) highlights the significance of the didactic dimension in program design, and Kwangmuang et al. (2025) underscore a creative approach to competency development. These three references help researchers interpret pedagogical training as part of the architecture of quality and institutional innovation. With this approach, the research results are expected not to stop at a description of the problem but also to identify areas for improvement that the institution can develop.

The presentation of the research findings is structured as thematic descriptions that integrate interview excerpts, observational notes, and documentary evidence. Each theme will be explained through a narrative that outlines the problem context, the forms of practice observed, the researcher's interpretation, and its implications for university administration. This presentation method was chosen so that the research findings are not only informative but also demonstrate the process by which meaning is constructed from field data. Ryan et al. (2025) emphasize responsible and collaborative learning; Lehtimäki et al. (2026) highlight the value of creative reflection in management pedagogy; and Gaddefors and Cunningham (2024) underscore the importance of open and reflective qualitative methodology writing. Based on these perspectives, the researcher will present findings in an argumentative manner while maintaining the connection between data, interpretation, and the researcher's position. Consequently, the research report is expected to possess analytical rigor alongside strong academic readability.

This study also considers research ethics as an integral part of the methodology. Before data collection begins, the researcher will seek the informants' consent, explain the purpose of the study, and emphasize that participation is voluntary. The identities of informants and institutions may be anonymized in certain sections if deemed sensitive and likely to cause unintended consequences. The data obtained will be used solely for academic purposes and securely stored throughout the research process. During field interactions, the researcher strives to maintain a respectful, non-judgmental attitude and does not coerce participants into providing answers. By upholding research ethics, the data collection and analysis process is expected to proceed with dignity and in alignment with scientific and Islamic values.

Research Findings

Research findings indicate that educational innovation at private universities in Jakarta has not yet emerged as a fully independent program, but rather through adjustments to academic policies, faculty development, and internal training. Nearly all informants stated that changes in teaching and learning are now viewed as part of the institution's quality improvement agenda. University leaders assess that the need for innovation has become increasingly apparent following the rise in demands for digital learning and quality evaluation over the past few years. Field data indicates that the implementation of innovation has not been uniform across all academic units. Some study programs have demonstrated more proactive steps in learning renewal, while other units continue to follow routine patterns. This situation indicates varying levels of institutional readiness in developing educational innovation.

The research findings also indicate that pedagogical training for administrators has not been conducted on a scheduled and ongoing basis. Most informants noted that training activities are more frequently provided to faculty members than to academic administrators. Administrators such as program chairs, heads of quality assurance units, and academic leaders acknowledged

that they learn more from work experience than from specifically designed training programs. This situation results in their understanding of learning innovations developing unevenly. In some institutions, capacity building for administrators still depends on personal initiative or leadership directives. These results indicate that pedagogical training for administrators has not yet become a robust component of the institution's human resource development system.

During the interviews, the researcher asked questions about how institutions understand the meaning of educational innovation in academic management. These questions were chosen because most training policies and practices stem from how institutions define changes they consider important. The informants' responses revealed that educational innovation is understood in various ways, ranging from the use of technology and changes in teaching methods to improvements in academic governance. Some informants interpreted innovation as an update to the learning system, while others saw it as an improvement in the effectiveness of academic administration. These differing responses indicate that there is not yet a uniform perception regarding the scope of educational innovation within the private higher education sector in Jakarta. Therefore, these initial questions yielded foundational data that is crucial for understanding the direction of evolving policies and management practices in the field.

Researchers also asked whether institutions have specific pedagogical training programs for academic administrators. This question was chosen because the research focuses on the quality of pedagogical training for those involved in academic decision-making. The interviews revealed that most institutions do not yet have programs specifically designed for academic administrators. Existing activities mostly consist of coordination meetings, short workshops, or internal briefings that have not been structured as systematic training. Some informants acknowledged that they frequently participate in capacity-building activities, but the material provided does not fully address pedagogical aspects. This finding indicates that the need to strengthen administrators is still more often met in a general manner rather than specifically according to their roles.

Another question raised was who has been responsible for designing, implementing, and evaluating training within the institution. This question was chosen to identify the decision-making process and the role of administrators within the institutional capacity-building system. The interview results indicate that these responsibilities generally lie with university leadership, quality assurance units, and academic departments. However, coordination between units has not always taken the form of a standardized mechanism. In some institutions, training is designed based on urgent needs that arise ahead of evaluations or accreditation. This situation indicates that training patterns tend to be reactive and have not been fully designed through structured medium-term planning.

The results of the observations indicate that activities related to pedagogical strengthening are more frequently discussed in meeting forums, course evaluations, and discussions on the quality of learning. In these activities,

administrators typically address faculty challenges, student attendance, adjustments to teaching methods, and the use of digital media. However, the observations reveal that these forums are not always structured as systematic learning spaces for administrators. Most activities remain focused on resolving the operational issues currently being faced. Nevertheless, in some institutions, there are efforts to transform these forums into platforms for sharing experiences and improving practices. These observational findings indicate that elements of pedagogical training have indeed emerged, but they have not yet been institutionalized as clearly structured programs.

The researchers then asked what types of competencies administrators most need to support improvements in the quality of learning. This question was chosen because the study's findings aim to describe the real needs experienced by administrators in the field. The informants' responses revealed that the most frequently mentioned competencies included designing faculty development programs, evaluating learning, using academic technology, providing curriculum support, and leadership communication. Several informants also emphasized the importance of being able to more accurately identify the needs of faculty and students. Administrators noted that their responsibilities no longer consist solely of scheduling and administrative tasks but also include ensuring that the learning process runs smoothly. These findings suggest that pedagogical training for administrators should incorporate managerial, pedagogical, and communication elements simultaneously.

In terms of documentation, the research findings indicate that some institutions already have quality documents, academic guidelines, and institutional development plans that embody the spirit of educational reform. However, the content of these documents is not always accompanied by operational frameworks that directly regulate pedagogical training for administrators. In some cases, the term quality improvement is mentioned in general terms without detailed explanations regarding objectives, activity formats, and success indicators. The available training documents are primarily aimed at faculty members or general academic activities. The document review also indicates that activity reports often focus on the implementation of events rather than on changes in participants' competencies. Thus, the findings from the documentation reveal a gap between institutional policy direction and the technical arrangements for administrator training.

The researchers also asked about the main challenges institutions face in organizing pedagogical training for administrators. This question was chosen because implementation barriers are a crucial part of mapping the actual conditions on the ground. The interview results indicate that the most frequently cited challenges were limited budgets, time constraints, a shortage of resource persons, and heavy administrative workloads. In addition, some informants mentioned that not all leaders consider training for administrators to be an urgent priority. There were also informants who stated that awareness of the importance of pedagogical training for administrators is still growing. These findings indicate that implementation barriers are not only technical in nature but also relate to policy priorities and the institution's work culture.

Regarding the rationale for selecting interview questions, the researchers formulated a set of questions based on the research focus, the findings of the preliminary study, and the specific conditions of private universities in Jakarta. Questions regarding the meaning of innovation, training needs, program formats, implementing parties, and constraints were chosen because they were considered most directly related to the quality of pedagogical training for administrators. These questions were also designed to allow informants to describe their experiences concretely, rather than merely providing normative answers. During the interviews, the researcher found that open-ended questions yielded more detailed examples of practice. Informants were able to recount their experiences regarding training, policy changes, and the situations they faced in carrying out their academic management duties. Thus, the selection of targeted yet open-ended questions proved to facilitate the collection of richer and more in-depth data.

Further research findings indicate that Islamic values remain the foundation of institutional management, but their implementation in pedagogical training has not always been explicitly articulated. Some informants stated that these values are reflected in service ethics, responsibility, discipline, and the way faculty and students are mentored. However, when asked whether Islamic values have been incorporated into specific training modules or designs for administrators, the informants' responses tended to vary. Some institutions have linked training to the institution's Islamic vision, while others still place it within the realm of general culture. This aspect was selected for inquiry because the research focuses on Islamic education management; thus, it is crucial to examine how institutional values manifest in capacity-building practices. These findings indicate that the relationship between value orientation and training design still requires strengthening at the implementation level.

This study also found that some administrators have taken the initiative to implement reforms, even though they are not yet supported by a robust training system. These initiatives are evident in efforts to develop learning assessments, mentor junior faculty, improve monitoring protocols, and utilize digital media for academic coordination. Informants explained that these steps were largely taken in response to the ever-changing needs on the ground. When the researcher asked why they took these initiatives, the responses cited quality demands, student needs, and a desire to uphold the institution's reputation. This question was chosen because the researcher sought to capture actual ongoing practices, not merely formal, documented programs. The results indicate that the potential for innovation at the administrative level already exists, even though it has not yet been fully institutionalized within systematic training policies.

Overall, the research findings indicate that enhancing the quality of pedagogical training for administrators of private universities in Jakarta is a genuine need. Data from interviews, observations, and documentation indicate that administrators play a crucial role in shaping the direction of educational quality, yet the training support they receive remains limited. Interview questions were selected to explore definitions of innovation, program formats, competency needs, implementation challenges, and the relationship between Islamic values

and management practices. The selection of these questions proved effective in helping the researcher obtain data aligned with the study's focus and providing a detailed description of field conditions. The research results also indicate that pedagogical training for administrators has not yet fully become a structured, measurable, and sustainable program. Thus, the field findings point to the need for a more planned training system tailored to the needs of administrators and the institutional characteristics of private universities in Jakarta.

Discussion

The findings of this study indicate that educational innovation at private universities in Jakarta is still limited to policy adjustments, faculty development, and internal training, and has not yet taken the form of a fully independent institutional program. These findings align with the perspective of Chigbu et al. (2023), who view educational innovation as part of the pedagogical ecosystem, rather than merely a standalone technical activity. Bitar and Davidovich (2024) also emphasize that educational transformation in the digital age demands comprehensive changes in governance and learning practices. In this context, the situation in Jakarta indicates that innovation has begun to emerge but remains in the early stages of adaptation and has not yet fully integrated into the institutional system. Research findings showing variations across study programs also reinforce the view of Gudoniene et al. (2025) that changes in learning require a mature pedagogical framework so that renewal models do not proceed in a piecemeal manner. Thus, educational innovation at private universities in Jakarta can be understood as an institutional transition process that still requires systemic strengthening.

The uneven implementation of innovation across academic units indicates that the success of reform is heavily influenced by the organizational culture within the institution. This finding aligns with Valdes Sanchez and Gutierrez Esteban (2023), who emphasize that progress in educational innovation is determined by the simultaneous presence of enabling and inhibiting factors. In the research findings, driving factors were evident in leadership's awareness of the importance of innovation, while inhibiting factors were evident in weak mechanisms, priorities, and structural support. Campbell and Wood (2026) view educational change as occurring at different levels; thus, the uneven distribution of innovation can be interpreted as a sign that some units remain at the day-to-day change stage, having not yet reached the strategic level. This condition is also consistent with Vassel (2025), who indicates that pedagogical change requires a managed organizational process to ensure it does not remain merely a discourse. Therefore, the variation in readiness among units in Jakarta indicates that an innovation culture has not yet developed uniformly across the entire institution.

Research findings indicating the weakness of the pedagogical training system for administrators underscore the gap between capacity-building needs and current institutional practices. These findings are directly linked to Perez Sanagustín et al. (2022), who emphasize the importance of competency

frameworks in learning innovation centers. When training for administrators is not systematically designed, academic leadership competencies and the ability to drive pedagogical change also struggle to develop in a targeted manner. Lim et al. (2025) highlight the importance of personalized professional development, and research findings indicate that administrators actually learn more from on-the-job experience than from programs designed to meet the specific needs of their roles. Gu et al. (2025) also indicate that targeted digital training can enhance teaching quality, whereas in practice, training for administrators remains general in nature and has not yet addressed pedagogical needs in depth. Thus, this discussion underscores that the primary issue is not merely the lack of training activities, but the absence of a relevant professional development design tailored to administrators.

The finding that responsibility for training lies with the leadership, the quality assurance unit, and the academic department indicates that pedagogical training is still viewed as part of administrative management rather than as an integrated quality framework. This situation aligns with Bitar and Davidovitch (2026), who emphasize the importance of the role of learning and teaching centers in bridging capacity development needs with institutional strategies. The research findings indicate that coordination among units has not always been standardized, resulting in training often being implemented as a response to immediate needs. This suggests that capacity development for administrators has not yet been established as a permanent component of the institution's quality system. Suwono and Prasetyo (2026) emphasize the importance of innovative and sustainable professional development practices, while Marques (2025) highlights the didactic dimension in the design of higher education programs. Therefore, the weak coordination of training in Jakarta indicates that the pedagogical strengthening of administrators still requires clearer and long-term institutional arrangements.

The findings of the observations, which indicate that meeting forums and learning evaluations have not yet fully become systematic learning spaces for managers, suggest that the organization's learning process remains limited. This finding aligns with Trevisan et al. (2024), who assert that transformative organizational learning requires not only collaborative activities but also mechanisms for reflection and continuous change. The meetings and quality forums observed in the field do demonstrate an exchange of ideas, but they have not yet fully developed into a structured institutional learning process. Nunez Canal et al. (2026) emphasize that stakeholder engagement is crucial for strategic innovation, and research findings indicate that collaborative elements are present, though not yet optimal. Cai et al. (2020) also view higher education institutions as part of a broader innovation ecosystem; thus, internal forums should not only address operational issues but also serve as the birthplace of institutional renewal. Consequently, institutional forums at Jakarta Private University still need to be transformed from spaces for routine coordination into collective learning spaces that support educational innovation.

Findings regarding the competency needs of administrators in the areas of learning assessment, faculty development, technology use, and leadership

communication indicate that pedagogical training must be designed to be cross-functional. These needs align with Hildebrandt et al. (2025), who emphasize the importance of instructional design that can address the diversity of teaching contexts. In the context of the research findings, administrators must not only understand academic administration but also be able to interpret evolving learning models. Afonso et al. (2025) underscore the importance of strengthening digital competencies in professional development design, and this aligns with the needs of administrators, many of whom highlight the use of academic technology. Mahrishi et al. (2025) also highlight the relevance of the flexible learning model, which in practice is reflected in the demand for administrators to be able to adapt learning policies to various conditions. Therefore, the competencies required of administrators in Jakarta indicate that pedagogical training needs to be designed adaptively and should no longer be limited to administrative training alone.

The gap between institutional documents and operational training tools indicates that the spirit of innovation outlined in writing has not yet been fully translated into implementation mechanisms. This finding suggests that formal policies are not sufficiently robust unless accompanied by clear technical instruments. Fialho et al. (2023) emphasize the importance of training in pedagogical assessment, whereas research results indicate that evaluations of activities still focus more on event execution than on changes in participants' competencies. Mesny et al. (2026) also highlight the need for a critical analysis of assessment practices in higher education, which in this study is evident from the absence of detailed and measurable indicators of training success. Morales Maure et al. (2025) emphasize the importance of a systematic pedagogical development framework; thus, findings regarding the weakness of operational documents indicate that the institution lacks a strong evaluative foundation. Consequently, this discussion underscores that the quality of training for administrators depends not only on the institution's commitment but also on the availability of more adequate systems for documentation, evaluation, and follow-up.

The obstacles that emerged such as limited budgets, time, expert resources, and administrative burdens indicate that educational innovation never takes place in a vacuum. These findings align with Valdes Sanchez and Gutierrez Esteban (2023), who state that the success of innovation is always influenced by barriers stemming from organizational structure and culture. In the context of Jakarta, these obstacles not only slow down training but also influence how leadership sets institutional priorities. Campbell and Wood (2026) explain that strategic change requires an institution's capacity to move beyond reactive patterns, whereas research findings indicate that many training programs are actually designed in response to urgent needs such as evaluations and accreditation. This situation aligns with Vassel (2025), who emphasizes that pedagogical change requires clear organizational management to ensure that resistance and resource constraints do not halt the innovation process. Therefore, the constraints identified in the field should be understood as structural challenges demanding policy adjustments, not merely as temporary technical obstacles.

Findings regarding the diversity of informants' understandings of the meaning of educational innovation indicate that institutional perceptions remain inconsistent. This is significant because the way institutions define innovation will influence program design, training priorities, and the direction of change undertaken. Chigbu et al. (2023) view innovation as part of a broad pedagogical ecosystem, so a narrow understanding focused solely on technology or administration will limit an institution's capacity for change. Bitar and Davidovich (2024) emphasize comprehensive learning transformation, and research findings indicate that such transformation is not yet fully understood in the same way by all actors in higher education. Gudoniene et al. (2025) also highlight the importance of a well-developed pedagogical framework, meaning that a shared perception of innovation is a prerequisite for consistent implementation. Thus, the differing definitions found in the interviews underscore the need for institutional alignment of understanding so that innovation does not stall due to fragmented interpretations.

The finding that the integration of Islamic values into training modules or designs is not yet explicit indicates that the institution's normative orientation has not yet been fully incorporated into capacity-building designs. These results are closely related to Yani et al. (2026), who emphasize the importance of digital readiness in Islamic higher education, as modern transformation still requires a clear foundation of values. Abdullah et al. (2026) demonstrate that the management of Islamic education must be aligned with a sustainability orientation, so that Islamic values do not merely remain symbolic but are present in the direction of institutional development policies and practices. Bin Jamil et al. (2024) also emphasize that Islamic educational reform implies the need for the renewal of educator training, and this can be extended to administrators who hold academic leadership roles. Meanwhile, Abdalla et al. (2022), Ramli et al. (2025), and Jailani et al. (2025) highlight the importance of a dialogic, local, and transformative approach in values-based education. Therefore, the results of the study in Jakarta indicate that Islamic education management still requires more concrete steps to translate institutional values into pedagogical training designs for administrators.

Interview questions focused on the meaning of innovation, training needs, program formats, and obstacles indicate that the data obtained is significantly influenced by the precision of the questions' focus. This finding can be understood through research results showing that informants' responses become richer when questions are open-ended yet still directed. Such an approach allows informants to describe concrete experiences while helping researchers discern the nuances of meaning, priorities, and needs specific to each institution. In the context of Islamic education, this approach which gives voice to informants aligns with Abdalla et al.'s (2022) emphasis on the importance of educators' perspectives in interpreting educational realities. Ramli et al. (2025) and Jailani et al. (2025) also demonstrate that local context and direct experience are crucial in generating relevant innovations. Thus, this discussion indicates that the choice of interview questions is not merely a technical step but also determines the depth of understanding regarding innovation practices at private universities in Jakarta.

Initiatives undertaken by some administrators, even without the support of a robust training system, demonstrate that the potential for innovation is already present at the level of academic policy implementers. These findings reveal a momentum for change that arises from on-the-ground needs, rather than solely from official institutional programs. Kwangmuang et al. (2025) emphasize the importance of creative and contextual approaches in competency development, and this aligns with administrators' efforts to utilize digital media and refine monitoring practices according to real-world needs. Ryan et al. (2025) also assert that responsible learning requires a collaborative process, which in this study is evident in administrators' efforts to support faculty and improve academic coordination. Lehtimäki et al. (2026) indicate that innovative pedagogy requires active reflection and participation, and the research findings show that these elements have begun to emerge at the level of individual initiative. Therefore, the innovation potential already present among administrators in Jakarta should be viewed as a vital asset for building a more robust training system.

Overall, this discussion indicates that the research findings at private universities in Jakarta are strongly aligned with the theoretical framework presented in the introduction. Educational innovation has not yet been fully institutionalized, training for administrators remains inadequate, organizational learning is not yet optimal, and the integration of Islamic values still requires strengthening. These findings simultaneously confirm that the quality of pedagogical training for administrators is a strategic focal point in the management of Islamic education. Various theories in the introduction demonstrate that educational change requires an innovative ecosystem, a supportive organizational culture, adaptive training design, and a clear value orientation. The research results prove that all these elements are indeed relevant to understanding the real conditions of private universities in Jakarta. Thus, this discussion emphasizes that strengthening pedagogical training for administrators cannot be done in isolation but must be built as part of a comprehensive educational innovation strategy within Islamic education management.

Conclusion

This study concludes that educational innovation in the management of Islamic education at private universities in Jakarta has begun to develop, but has not yet been fully established as an independent, systematic, and sustainable institutional program. Current innovations largely emerge through adjustments to academic policies, faculty development, and internal forums that respond to field-based needs. This situation indicates that private universities in Jakarta have developed an initial awareness of the importance of educational reform, yet this has not been fully supported by a robust institutional framework. Consequently, the strengthening of educational innovation still requires a more structured policy direction to ensure its implementation does not rely on ad-hoc initiatives between departments.

This study also indicates that the quality of pedagogical training for academic administrators is not yet optimal because its implementation remains sporadic, is primarily aimed at faculty members, and has not been specifically designed to meet the needs of academic administrators. Findings from interviews, observations, and documentation reveal a gap between the spirit of reform in institutional documents and the available operational tools, success indicators, and training evaluation mechanisms. Furthermore, budget constraints, heavy administrative burdens, weak coordination between units, and the lack of explicit integration of Islamic values into training design are factors that further slow down the capacity building of administrators.

From the perspective of Islamic educational management, pedagogical training for administrators must be understood as a strategic necessity, as administrators play a crucial role in guiding the quality of learning, mentoring faculty members, and ensuring alignment between academic policies and institutional values. Therefore, private universities in Jakarta need to establish a training system that is relevant, collaborative, grounded in Islamic values, and integrated with quality assurance and organizational development policies. Through these steps, educational innovation can evolve from merely a situational response into a more visionary, measurable, and sustainable institutional strategy for improving the quality of pedagogical training.

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