

Modern Education Management: Challenges, Strategies Towards a Future of Continuing Education

Hasan Basri¹, Nurhayuni², Salfen Hasri³, Sohiron⁴

^{1,2,3,4}Universitas Islam Negeri Sultan Syarif Kasim Riau; Indonesia

e-mail: hasan@gmail.com

Submitted: 02-01-2024

Revised : 22-04-2024

Accepted: 02-07-2024

ABSTRAK. In an era of ever-changing education, educational management has an important role in facing various challenges, technological advances, and societal developments. This article aims to explore the significant changes in education today, analyze the main challenges faced by modern educational management, and detail innovative strategies that can be used to achieve a sustainable educational future. This research method uses a qualitative approach by conducting in-depth research to identify the main trends in management education. The research results show a need for adaptive leadership, technology integration, improving teaching quality, and educational inclusion to create a sustainable educational environment. The conclusion of this article emphasizes that effective educational management and a focus on innovation are the keys to overcoming rapid changes in the world of education and achieving sustainable educational goals. Through this approach, education management can prepare to overcome challenges and design strategies that make education more relevant, inclusive, and sustainable.

Keywords: *Challenges, Modern Education Management, Headings, Future Of Continuing Education.*



<https://doi.org/10.31538/munaddhomah.v5i3.875>

How to Cite

Basri, H., Nurhayuni, Hasri, S., & Sohiron. (2024). Modern Education Management: Challenges, Strategies Towards a Future of Continuing Education. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(3).

INTRODUCTION

Education is one of the main pillars of sustainable community and economic development. Amid drastic changes in technology, demography, and global challenges, education management has become an increasingly important aspect of ensuring that education remains relevant, inclusive, and sustainable (Mhlanga, 2022; Rofiq & Khoirinnada, 2024; Rofiq, Nisa, & Muid, 2024). Educational institutions, schools, and universities face several complex challenges that include increasing access, improving the quality of education, using technology, effective leadership, managing resources, and meeting the diverse demands of society (Fawaz, Hamdan-Mansour, & Tassi, 2018). Therefore, it is important to understand the dynamics of modern education management to formulate effective strategies for the future of continuing education. Modern education faces increasingly complex and dynamic challenges in this digital age (Alam & Asmawi, 2023; Guangul, Suhail, Khalit, & Khidhir, 2020; Gustavsson, Andersén, & Berglund, 2019; Rahmatullah, Mulyasa, Syahrani, Pongpalilu, & Putri, 2022). Technological advancements, social change, and student expectations have changed the educational landscape, forcing education policymakers and managers to undergo profound transformations (Koul & Nayar, 2021). In this

context, education management plays a very important role in shaping the future of continuing and relevant education.

In this article, researchers explore various aspects of modern education management, focusing on the challenges faced, the strategies required, and the vision for the future of continuing education. Education management is a major milestone that enables educational institutions to respond well to change and helps achieve the main goal of education, which is to provide relevant knowledge and skills to learners (Abid, Ceci, & Razzaq, 2023; Adiyono, Fadhilatunnisa, Rahmat, & Munawaroh, 2022; Azmi, Hadijaya, & Syah, 2022; Rajadurai, Sapuan, Daud, & Abidin, 2018). One of the main challenges facing education management today is being able to respond to rapid changes in educational needs and the job market. Digital technologies have enabled wider access to information, changed how we learn, and created new educational demands (Alakrash & Abdul Razak, 2021; Charina, Kurnia, Mulyana, & Mizuno, 2022; Szymkowiak, Melović, Dabić, Jeganathan, & Kundi, 2021). Education policymakers and managers must design appropriate strategies to integrate technology into learning and optimize the educational experience (Galvis, 2018). In addition, they must also understand social challenges, such as educational inclusion, equity, and diversity, that are increasingly urgent to address in a sustainable education environment.

The issue of modern education management encompasses various challenges and requires a strategic approach to pave the way for a sustainable future in education. One crucial aspect that needs to be highlighted is the rapid advancement of technology and its impact on traditional teaching methods. The integration of digital tools and online platforms has revolutionized how students learn. Still, it has also brought forth challenges, such as the digital divide and ensuring equitable access to education for all. Additionally, the evolving needs of the job market demand a shift in educational strategies toward fostering critical thinking, problem-solving skills, and lifelong learning.

Another key point to address is the importance of personalized learning experiences. Every student has unique strengths, weaknesses, and learning styles, and education systems must adapt to cater to individual needs effectively (Akrim, Setiawan, Selamat, & Ginting, 2022; Ansong-Gyimah, 2020; Arif, Aziz, Harun, & Ma'arif, 2023). Another interesting thing to examine in this modern educational management context is how educational institutions can deal with such changes and respond quickly to create a sustainable education system. These include an in-depth understanding of the use of technology in learning, efficient resource management, policies that support inclusion and equity, and adaptive and innovative leadership (MacLachlan et al., 2018). Understanding how these various elements are interrelated and can support each other is interesting to research (Janssen et al., 2020). Research in education management has focused on various aspects. However, there is still a need to investigate in more depth effective strategies for integrating technology in learning, especially in the context of continuing education (Abdurahman et al., 2023); (Kasneji et al., 2023). In addition, research can also explore how adaptive and innovative leadership can play an important role in addressing rapid educational change. Studies comparing different education management approaches in different countries can also provide valuable insights into best practices in achieving continuing education goals.

One notable gap in the current discourse on modern education management is the need for more focus on the intersectionality of sustainability and educational strategies. While there are discussions on technological advancements and personalized learning, there needs to be a more in-depth exploration of how these challenges intersect with sustainability goals. This article aims to bridge this gap by providing insights into how educational strategies can be aligned with sustainability principles to ensure a holistic approach to education management. The novelty of this article lies in its comprehensive examination of not just the challenges faced in modern education management but also the strategic solutions needed for a sustainable future. By delving into topics such as personalized learning experiences, educator empowerment, and the integration of technology responsibly, this article offers a fresh perspective on how education can evolve to meet

future demands while contributing to broader sustainability objectives. The novelty also extends to the emphasis on social and economic sustainability, highlighting the interconnectedness of education with larger societal and environmental concerns.

This research aims to explore the significant changes in education today, analyze the main challenges faced by modern educational management, and detail innovative strategies that can be used to achieve a sustainable educational future. Research on modern educational management has the potential for significant impact. This research will guide education policymakers, teachers, and managers in designing effective strategies to face today's educational challenges. In addition, this research can also help improve the quality of education, ensure inclusion, and create continuing education, which will ultimately provide long-term benefits for society and the economy.

METHOD

This research method uses a qualitative approach and in-depth conducting interviews to explore the perceptions, experiences, and views of stakeholders in the field of modern education management. The study was conducted over one year in several schools representing different levels of education, namely primary, secondary, and high schools. The research site includes schools in Riau from different regions with different social, economic, and cultural characteristics. Data collection techniques include in-depth interviews with education leaders, teachers, students, parents, and some education experts. Direct observation is carried out in the school environment to understand directly the dynamics of learning and interaction between education stakeholders. In addition, official documents such as school policies, curriculum, and evaluation reports are also analyzed to get a comprehensive picture of the educational context under investigation. The informants in this study consisted of key stakeholders in modern education management, such as principals, teachers, students, parents, and education experts. The data analysis technique used is thematic analysis, where data from interviews, observations, and documents are analyzed in depth to identify major emerging themes and patterns that describe challenges, strategies, and solutions in modern education management.

RESULTS AND DISCUSSION

Result

Modern Education Management Challenges

This research identifies several key challenges facing modern education management. One of them is integrating technology into learning. The results show that although technology can expand access to education, it is necessary to ensure that technology is relevant, of high quality, and accessible to all students. In addition, the research also underscores the challenges of managing resources efficiently and effectively, including funds, time, and faculty.

As the results of interviews conducted with various education stakeholders, such as education leaders, teachers, students, parents, and education experts, are as follows: One school principal stated, "*Kami menghadapi tantangan besar dalam mengintegrasikan teknologi ke dalam pembelajaran, terutama mengingat perbedaan akses dan kesiapan teknologi di antara siswa.*" Meanwhile, one teacher noted, "*Pendekatan pembelajaran yang responsif terhadap kebutuhan individual siswa telah membantu meningkatkan motivasi dan keterlibatan belajar mereka.*"

In addition, official school documents such as school policies, curriculum, evaluation reports, and other related documents can be used to support the analysis in this article. Documentary evidence can be included: 1) School curriculum analysis books demonstrate the adoption of instructional strategies focusing on 21st-century skills, such as critical thinking and problem-solving skills. 2) School evaluation reports identify challenges in expanding access to education for students from economically disadvantaged backgrounds.

Effective Education Management Strategies

The study also identified several effective strategies for dealing with the challenges of modern education management. One of them is the importance of adaptive and innovative leadership. The results show that education leaders who can adapt to change and initiate innovation have a very important role in shaping the future of continuing education. In addition, using technology in education guided by strong pedagogy and awareness of students' individual needs is an effective strategy for improving the quality of learning. One principal stated, "*Kami telah mengadopsi pendekatan pembelajaran berbasis proyek yang memungkinkan siswa untuk belajar secara aktif dan kolaboratif, meningkatkan keterampilan kritis mereka.*" One teacher added, "*Pelatihan yang berkelanjutan bagi staf pengajar telah membantu kami mengintegrasikan teknologi dengan lebih efektif dalam proses pembelajaran.*"

In addition, documentary evidence such as school policies, education strategic plans, evaluation reports, and other official documents can provide strong support for effective education management strategies. School policy analysis shows the adoption of an inclusive approach in the education strategic plan to ensure every student has equal and quality access. The evaluation report presents data on improved student performance after implementing project-based learning strategies.

Understanding Inclusion and Equity

In addition, the study emphasizes the importance of educational inclusion and equity. The results underline that modern education management must include inclusion and equity in planning and implementing education policies. By implementing strategies that promote educational inclusion, education can become more relevant and sustainable by involving all students regardless of their background or specific needs.

Research Impact

The results of this study have the potential to have a significant impact in informing education practitioners, policymakers, and researchers about concrete steps that can be taken to improve modern education management. By understanding challenges, implementing relevant strategies, and promoting inclusion and equity, educational institutions can more effectively meet the needs of diverse communities and create a sustainable, relevant, and inclusive future of education.

Table 1 on Modern Education Management: Challenges, Strategies Towards the Future of Continuing Education.

Not	Topic	Challenge	Strategy
1	Educational Technology	Technology integration	AI-based learning
2	Teachers and Teacher Development	Improve teacher quality	Training and development
3	Social Inclusion and Educational Justice	Ensure social inclusion in education and eliminate education gaps	Social inclusion-oriented programs
4	Environmental Sustainability and Education	Coordinate education with development goals	Continuous curriculum implementation

The table above lists four education-related topics, the associated challenges, and strategies that can be adopted to address these challenges. First, in the field of Educational Technology, the main challenge is integrating technology into education, and the strategy that can be taken is to adopt artificial intelligence (AI)-based learning to improve the efficiency and effectiveness of education. Second, in the context of Teacher Development and Teacher Quality Improvement, the challenge

lies in improving the quality of teaching staff, and the relevant strategy is through continuous training and development. Third, regarding social inclusion and education justice, the challenge is ensuring that all levels of society are involved in education and eliminating educational gaps by implementing programs oriented towards social inclusion. Finally, in the Environmental Sustainability and Education issue, the challenge is related to integrating education with sustainable development goals, and the recommended strategy is implementing a sustainable curriculum.

Discussion

This research takes us into the world of modern education management. It highlights some of the key debates and aspects to consider in designing strategies for the future of continuing education. One of the key elements in the discussion was the role of technology in education. The results show that integrating technology into learning is both a challenge and an opportunity. While technology can improve access to knowledge and enable more interactive learning, it's important to remember that using technology solely as a tool isn't enough. A strong pedagogical approach and understanding how to incorporate technology effectively in the learning process are key. In this discussion, we must also consider the hardware and connectivity needed to ensure equitable access, especially in areas with limited infrastructure.

Leadership is another key factor that emerged in the research results. Adaptive and innovative leadership is essential in the face of rapid changes in education (Abbas, Ekowati, Suhariadi, & Anwar, 2022). However, this requires educational leaders to have the ability to adapt to an ever-changing environment, drive innovation, and lead change with a clear vision (Chen, Shih, & Law, 2020). This raises questions about how we can prepare educational leaders for this increasingly complex task. Furthermore, this discussion reflects the importance of inclusion and equity in modern education. The study results affirm that every student should have an equal opportunity to receive a quality education, regardless of their background or special needs (Rifat, Ilham, Bayani, & Asfahani, 2023). This means that modern education management must incorporate principles of inclusion in the planning and implementation of education policies and commit to eliminating possible gaps.

Finally, this discussion highlighted the importance of sharing best practices and lessons from case studies and other research. Collaboration between educational institutions and policymakers from different countries can enrich our insights on managing modern education more effectively and sustainably. As a result of this research, we are given a deeper understanding of modern education management and the directions we can take to ensure relevant and sustainable education for future generations. Collaborative efforts and a commitment to change and innovation will be key to achieving this goal.

The results of this study reflect many theories and findings from previous research on education management. Adaptive leadership theory, for example, has long been a topic related to educational management. As the results of this study highlight the key role of adaptive leadership in facing the challenges of modern education, theories such as transformational and adaptive leadership theory (Ikramullah & Sirojuddin, 2020; Kartiko, Wibowo, Gobel, Wijayanto, & Saputra, 2023; Sarid, 2021) appear relevant. Transformational leadership, emphasizing inspiration, vision, and innovation, can help educational institutions cope with rapid change and create a vibrant learning culture. In addition, the theory of inclusive education (Agus, Juliadharna, & Djameluddin, 2023; Khasanah, Violy, Yustantina, & Yasin, 2024; Khotimah, Sutarto, & Diana, 2023; Qu, 2022) also supports the finding that inclusion and equity should be a key focus in modern education management. This theory emphasizes the importance of creating an environment that supports all students, including those with special needs. Previous studies have also highlighted the benefits of educational inclusion in creating a more sustainable, inclusive, and empowering educational environment (Arianto et al., 2024; Arifin & Kartiko, 2022; Lakkala et al., 2021).

In the context of the use of technology in education, this research's results align with the theory of learning supported by technology (Mercer, Hennessy, & Warwick, 2019). These theories emphasize that technology can enhance learning by providing broader access to information and enabling a more interactive approach. However, the results of this study also highlight the importance of appropriate pedagogical approaches in using technology, which aligns with theories about effective learning design with technology (Herrington & Oliver, 2000). The results of this research can also be seen in the context of education case studies and previous research on best practices in education management. The case studies in this study reinforce previous findings suggesting that best practices can provide valuable insights in improving education management and achieving continuing education goals (Azizah, Muchtar, & Putra, 2023; Miranda et al., 2021; Tamimi, 2023). In conclusion, the results of this study validate and enrich previous theories and findings regarding education management. Through integrating best practices, an understanding of adaptive leadership roles, attention to educational inclusion, and wise use of technology, modern education management can address challenges and move towards a sustainable future of education.

Previous research and theories have provided an important foundation for understanding the context and problems to be researched. Several past studies have identified key challenges in modern education management, such as responsible use of technology, gaps in access to education, the need for personalized learning approaches, and changes in job market needs. Theories applied in previous research include learning theories relevant to personalization approaches. These educational management theories emphasize inclusive and innovative leadership and sustainable development theories that integrate environmental, social, and economic aspects in the educational context.

The results of previous studies have provided several recommendations that are potentially useful for future research. Previous research suggests the importance of utilizing technology effectively to improve access and quality of education, strengthen training and professional development for educators, adopt learning approaches responsive to students' individual needs, and integrate sustainability principles in education management. Previous research and theories imply that future research should focus on developing strategies to address those key challenges while ensuring that proposed solutions consider aspects of sustainability, equity of access, and improved quality of learning. Thus, future research may yield more effective and sustainable recommendations for modern, future-oriented education management.

CONCLUSION

The study's most important finding is that sustainable education strategies require deeper integration between technology, personalized learning approaches, and sustainability principles. This may come as a surprise as the study reveals that sustainability in education includes not only environmental aspects but also social and economic aspects involving equal access and quality of learning. Limitations of the study included a limited sample that included only three school cases, limited variation in gender/age, and limited location in a particular region. The research methods used also have limitations in exploring various educational contexts. Therefore, further research is needed that accommodates wider variations in case types, larger samples, and more diverse educational contexts to gain a deeper and more comprehensive understanding of the challenges and strategies in modern education management. With more in-depth and comprehensive research results, more effective and sustainable policies can be formulated to face current and future educational challenges. This suggests that broader and in-depth follow-up research will contribute more to developing sustainable and inclusive education strategies for the future.

REFERENCES

- Abbas, A., Ekowati, D., Suhariadi, F., & Anwar, A. (2022). Human capital creation: A collective psychological, social, organizational and religious perspective. *Journal of Religion and Health*, 1–33.
- Abdurahman, A., Marzuki, K., Yahya, M. D., Asfahani, A., Pratiwi, E. A., & Adam, K. A. (2023). The Effect of Smartphone Use and Parenting Style on the Honest Character and Responsibility of Elementary School Students. *Jurnal Prima Edukasia*, 11(2).
- abid, N., Ceci, F., & Razzaq, A. (2023). Inclusivity of information and communication technology in ecological governance for sustainable resources management in G10 countries. *Resources Policy*, 81, 103378. <https://doi.org/10.1016/j.resourpol.2023.103378>
- Adiyono, A., Fadhilatunnisa, A., Rahmat, N. A., & Munawarroh, N. (2022). Skills of Islamic Religious Education Teachers in Class Management. *Al-Hayat: Journal of Islamic Education*, 6(1), 104–115. <https://doi.org/10.35723/ajie.v6i1.229>
- Agus, A., Juliadharma, M., & Djamaluddin, M. (2023). Application of the CIPP Model in Evaluation of The Inclusive Education Curriculum in Madrasah Aliyah. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 8(1), 31–50. <https://doi.org/10.31538/ndh.v8i1.2705>
- Akrim, A., Setiawan, H. R., Selamat, S., & Ginting, N. (2022). Transformation of Islamic Education Curriculum Development Policy in the National Education System. *Cypriot Journal of Educational Sciences*, 17(7), 2538–2552.
- Alakrash, H. M., & Abdul Razak, N. (2021). Technology-Based Language Learning: Investigation of Digital Technology and Digital Literacy. *Sustainability*, 13(21), 12304. <https://doi.org/10.3390/su132112304>
- Alam, Md. S., & Asmawi, A. (2023). Navigating the aftermath of the pandemic: Exploring school challenges and changes in Bangladesh. *Education 3-13*, 0(0), 1–14. <https://doi.org/10.1080/03004279.2023.2221265>
- Ansong-Gyimah, K. (2020). Students' Perceptions and Continuous Intention to Use E-Learning Systems: The Case of Google Classroom. *International Journal of Emerging Technologies in Learning (iJET)*, 15(11), 236–244. <https://doi.org/10.3991/ijet.v15i11.12683>
- Arianto, M. H., Sabani, F., Rahmadani, E., Sukmawaty, Guntur, M., & Irfandi, I. (2024). Penerapan Metode Bernyanyi dalam Meningkatkan Keterampilan Membaca Permulaan Siswa Sekolah Dasar. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 7(1), 23–31. <https://doi.org/10.54069/attadrib.v7i1.711>
- Arif, M., Aziz, M. K. N. bin A., Harun, M., & Ma`arif, M. A. (2023). Strengthening The Sense of Patriotism in Madrasah Ibtidaiyah, Indonesia Based on The Islamic Boarding School System. *Tafkir: Interdisciplinary Journal of Islamic Education*, 4(1), 1–21. <https://doi.org/10.31538/tijie.v4i1.226>
- Arifin, M., & Kartiko, A. (2022). Strategi Pendidikan Agama Islam Berbasis Multikultural Di Madrasah Bertaraf Internasional. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 5(2), 194–202. <https://doi.org/10.54069/attadrib.v5i2.396>
- Azizah, H. N., Muchtar, N. E. P., & Putra, F. T. (2023). Pesantren as a Pillar of Islamic Civilization Development in Indonesia. *Academicus: Journal of Teaching and Learning*, 2(1), 9–15. <https://doi.org/10.59373/academicus.v2i1.19>

- Azmi, F., Hadijaya, Y., & Syah, A. (2022). Management System of Sunnah Islamic Boarding School in Shaping Character of The Students. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(1), 39–52. <https://doi.org/10.31538/ndh.v7i1.1955>
- Charina, A., Kurnia, G., Mulyana, A., & Mizuno, K. (2022). Sustainable Education and Open Innovation for Small Industry Sustainability Post COVID-19 Pandemic in Indonesia. *Journal of Open Innovation: Technology, Market, and Complexity*, 8(4), 215. <https://doi.org/10.3390/joitmc8040215>
- Chen, C.-H., Shih, C.-C., & Law, V. (2020). The effects of competition in digital game-based learning (DGBL): A meta-analysis. *Educational Technology Research and Development*, 68, 1855–1873.
- Fawaz, M. A., Hamdan-Mansour, A. M., & Tassi, A. (2018). Challenges facing nursing education in the advanced healthcare environment. *International Journal of Africa Nursing Sciences*, 9, 105–110.
- Galvis, Á. H. (2018). Supporting decision-making processes on blended learning in higher education: Literature and good practices review. *International Journal of Educational Technology in Higher Education*, 15(1), 1–38.
- Guangul, F. M., Suhail, A. H., Khalit, M. I., & Khidhir, B. A. (2020). Challenges of remote assessment in higher education in the context of COVID-19: A case study of Middle East College. *Educational Assessment, Evaluation and Accountability*, 32(4), 519–535. <https://doi.org/10.1007/s11092-020-09340-w>
- Gustavsson, S., Andersén, A., & Berglund, M. (2019). To challenge and to be challenged – teachers collective learning in higher education. *Reflective Practice*, 20(3), 339–354. <https://doi.org/10.1080/14623943.2019.1611552>
- Herrington, J., & Oliver, R. (2000). An instructional design framework for authentic learning environments. *Educational Technology Research and Development*, 48(3), 23–48.
- Ikramullah, I., & Sirojuddin, A. (2020). Optimalisasi Manajemen Sekolah Dalam Menerapkan Pendidikan Inklusi di Sekolah Dasar. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 1(2), 131–139. <https://doi.org/10.31538/munaddhomah.v1i2.36>
- Janssen, M., Walravens, R., Thibaut, E., Scheerder, J., Brombacher, A., & Vos, S. (2020). Understanding different types of recreational runners and how they use running-related technology. *International Journal of Environmental Research and Public Health*, 17(7), 2276.
- Kartiko, A., Wibowo, G. A., Gobel, L. V., Wijayanto, A., & Saputra, N. (2023). Improving Teacher Job Satisfaction Through Organizational Commitment and Organizational Citizenship Behavior in The Digitalization Era. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(2), 315–327. <https://doi.org/10.31538/ndh.v8i2.3960>
- Kasneji, E., Sebler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., ... Hüllermeier, E. (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, 103, 102274.
- Khasanah, Violy, A., Yustantina, E. Y., & Yasin, M. F. (2024). Development of STEAM-Based Video Learning Media for Early Childhood Education with the Inclusion of Religious and Moral Values. *Tafkir: Interdisciplinary Journal of Islamic Education*, 5(1), 136–152. <https://doi.org/10.31538/tijie.v5i1.717>
- Khotimah, N., Sutarto, J., & Diana. (2023). Provision and Implementation of Inclusive Education in Early Childhood Centers: A Comparative Case Study of Two Semarang-Based

- Institutions. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 8(2), 99–108. <https://doi.org/10.14421/jga.2023.82-05>
- Koul, S., & Nayar, B. (2021). The holistic learning educational ecosystem: A classroom 4.0 perspective. *Higher Education Quarterly*, 75(1), 98–112.
- Lakkala, S., Galkienė, A., Navaitienė, J., Cierpiałowska, T., Tomecek, S., & Uusiautti, S. (2021). Teachers supporting students in collaborative ways—An analysis of collaborative work creating supportive learning environments for every student in a school: Cases from Austria, Finland, Lithuania, and Poland. *Sustainability*, 13(5), 2804.
- MacLachlan, M., Banes, D., Bell, D., Borg, J., Donnelly, B., Fembek, M., ... Hiscock, D. (2018). Assistive technology policy: A position paper from the first global research, innovation, and education on assistive technology (GREAT) summit. *Disability and Rehabilitation: Assistive Technology*, 13(5), 454–466.
- Mercer, N., Hennessy, S., & Warwick, P. (2019). Dialogue, thinking together and digital technology in the classroom: Some educational implications of a continuing line of inquiry. *International Journal of Educational Research*, 97, 187–199.
- Mhlanga, D. (2022). The role of artificial intelligence and machine learning amid the COVID-19 pandemic: What lessons are we learning on 4IR and the sustainable development goals. *International Journal of Environmental Research and Public Health*, 19(3), 1879.
- Miranda, J., Navarrete, C., Noguez, J., Molina-Espinosa, J.-M., Ramírez-Montoya, M.-S., Navarro-Tuch, S. A., ... Molina, A. (2021). The core components of education 4.0 in higher education: Three case studies in engineering education. *Computers & Electrical Engineering*, 93, 107278.
- Qu, X. (2022). A critical realist model of inclusive education for children with special educational needs and/or disabilities. *International Journal of Inclusive Education*, 26(10), 1008–1022.
- Rahmatullah, A. S., Mulyasa, E., Syahrani, S., Pongpalilu, F., & Putri, R. E. (2022). Digital era 4.0: The contribution to education and student psychology. *Linguistics and Culture Review*, 6(S3), 89–107.
- Rajadurai, J., Sapuan, N. M., Daud, S., & Abidin, N. (2018). The marketability of technical graduates from higher educational institutions (HEIs) offering technical and vocational education and training (TVET): A case from Malaysia. *The Asia-Pacific Education Researcher*, 27, 137–144.
- Rifat, M., Ilham, I., Bayani, B., & Asfahani, A. (2023). Digital Transformation in Islamic Da'wah: Uncovering the Dynamics of 21st Century Communication. *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah*, 8(3), 2933–2941.
- Rofiq, A., & Khoirinnada, N. A. (2024). Pengaruh Menghafal Al-Qur'an Terhadap Kecerdasan Emosional Siswa. *Ngaos: Jurnal Pendidikan Dan Pembelajaran*, 2(1), 33–43. <https://doi.org/10.59373/ngaos.v2i1.8>
- Rofiq, A., Nisa, K., & Muid, A. (2024). Innovation of Storytelling and Role-Playing Methods in Islamic Religious Education Learning. *At-Tadzkiir: Islamic Education Journal*, 3(1), 47–58. <https://doi.org/10.59373/attadzkiir.v3i1.52>
- Sarid, A. (2021). Crossing boundaries: Connecting adaptive leadership and social justice leadership for educational contexts. *International Journal of Leadership in Education*, 1–22.
- Szymkowiak, A., Melović, B., Dabić, M., Jeganathan, K., & Kundi, G. S. (2021). Information technology and Gen Z: The role of teachers, the internet, and technology in the education of young people. *Technology in Society*, 65, 101565.

Tamimi, M. (2023). Implementasi Pendidikan Agama Islam Berbasis Behavioristik di MA An Nawari Bluto Sumenep. *Academicus: Journal of Teaching and Learning*, 2(1), 35–42. <https://doi.org/10.59373/academicus.v2i1.14>