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ORIGINAL RESEARCH ARTICLE

Innovation Management in the Development of Islamic Education Curriculum

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ABSTRACT

The rapid development of digital technology, artificial intelligence, changing learner characteristics, and the growing demands for twenty-first-century competencies require Islamic educational institutions to pursue systematic curriculum innovation while maintaining their Islamic identity and values. This study aims to analyze innovation management in Islamic education curriculum development and identify the processes, strategies, and factors that support sustainable curriculum innovation. The study employed a qualitative approach using a literature study method. Data were obtained through the identification and analysis of relevant academic literature addressing innovation management, curriculum development, Islamic education, digital transformation, and technology integration in education. The data were analyzed using thematic analysis through the stages of identification, coding, categorization, interpretation, and synthesis of findings across the selected literature. The findings indicate that innovation management in Islamic education curriculum development consists of four major dimensions: innovation identification and strategic planning, collaborative implementation and teacher capacity development, integration of digital technology and Islamic values, and evaluation, continuous improvement, and institutionalization of innovation. These dimensions form a continuous innovation cycle in which Islamic values function as the philosophical and ethical foundation. The novelty of this study lies in conceptualizing curriculum innovation management as an organizational process that integrates technological adaptation, collaboration, competency development, evaluation, and Islamic values within a single continuous innovation cycle.

Keywords: innovation management; curriculum development; Islamic education; digital transformation; Islamic values.



ABSTRAK

Perubahan teknologi digital, perkembangan kecerdasan artifisial, perubahan karakteristik peserta didik, dan tuntutan kompetensi abad ke-21 mendorong lembaga pendidikan Islam untuk melakukan inovasi kurikulum secara sistematis tanpa kehilangan identitas dan nilai-nilai keislaman. Penelitian ini bertujuan menganalisis manajemen inovasi dalam pengembangan kurikulum pendidikan Islam serta mengidentifikasi proses, strategi, dan faktor yang mendukung keberlanjutan inovasi kurikulum. Penelitian menggunakan pendekatan kualitatif dengan metode studi literatur. Data diperoleh melalui penelusuran dan analisis literatur akademik yang relevan dengan manajemen inovasi, pengembangan kurikulum, pendidikan Islam, transformasi digital, dan integrasi teknologi dalam pendidikan. Data dianalisis menggunakan analisis tematik melalui tahap identifikasi, pengodean, kategorisasi, interpretasi, dan sintesis temuan dari berbagai sumber. Hasil penelitian menunjukkan bahwa manajemen inovasi dalam pengembangan kurikulum pendidikan Islam mencakup empat dimensi utama, yaitu identifikasi dan perencanaan strategis inovasi, implementasi kolaboratif dan pengembangan kapasitas guru, integrasi teknologi digital dan nilai-nilai Islam, serta evaluasi, perbaikan berkelanjutan, dan institusionalisasi inovasi. Keempat dimensi tersebut membentuk siklus inovasi yang berkelanjutan, dengan nilai-nilai Islam berfungsi sebagai landasan filosofis dan etis. Novelty penelitian terletak pada konseptualisasi manajemen inovasi kurikulum sebagai proses organisasi yang mengintegrasikan adaptasi teknologi, kolaborasi, pengembangan kompetensi, evaluasi, dan nilai-nilai Islam dalam satu siklus inovasi.

Kata kunci: manajemen inovasi; pengembangan kurikulum; pendidikan Islam; transformasi digital; nilai-nilai Islam.

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1. INTRODUCTION

The rapid development of digital technology, changing learner characteristics, globalization, and the emergence of artificial intelligence (AI) have brought fundamental changes to educational systems. Education is no longer expected merely to transmit knowledge but is increasingly required to develop critical thinking, creativity, collaboration, communication, digital literacy, adaptability, and character (Matar, 2025). These changes create increasingly complex challenges for Islamic education institutions because they have a dual responsibility: responding to developments in science, technology, and contemporary social needs while maintaining an educational orientation grounded in Islamic values. Within this context, the curriculum serves as a strategic instrument because it determines the direction of learning, learner competencies, educational content, learning experiences, and the values to be internalized. Therefore, Islamic education curriculum development cannot remain static but requires systematic, adaptive, and sustainable innovation management.

Islamic education curricula face significant challenges when social and technological changes occur more rapidly than educational institutions' capacity to adapt their curricula. In some Islamic educational institutions, curriculum innovation is still understood primarily as modifying learning documents, adding new materials, or incorporating digital media into classroom activities (Suhendi, 2024). Such an understanding tends to position innovation as a technical activity rather than as a comprehensive managerial process involving needs identification, change

planning, idea development, implementation, evaluation, and sustainability. In fact, the success of curriculum innovation is strongly determined by an educational organization's capacity to manage change, establish collaboration, strengthen teacher competencies, provide adequate resources, and develop an organizational culture that supports continuous improvement (Cristache et al., 2025). This issue becomes particularly important in Islamic education curriculum development because innovation cannot be directed solely toward technological demands. Curriculum innovation must remain connected to the objectives of Islamic education, including faith, morality, spirituality, and the development of individuals who possess balanced intellectual, social, emotional, and moral competencies.

Conceptually, innovation management refers to a systematic process of managing ideas, resources, people, knowledge, and organizational change to generate and sustain improvements that create added value. In education, innovation management is not limited to creating something new; it also concerns how innovation is planned, accepted, implemented, evaluated, and institutionalized within an organization (Serdyukov, 2017). This perspective is particularly relevant to Islamic education curriculum development because curriculum changes often encounter various obstacles, including teacher resistance, limited professional competence, inadequate resources, weak coordination, and discrepancies between curriculum design and learners' needs. Therefore, an innovation management approach can serve as a strategic framework to ensure that curriculum reform does not stop at the planning stage but generates meaningful changes in educational practice.

Thus, Islamic education curriculum innovation should not merely aim to produce learners who are technologically competent but also learners who are capable of evaluating, controlling, and using technology responsibly according to Islamic ethical principles. Curriculum development also requires a paradigm shift from an administrative approach toward a more dynamic and needs-based approach. Curricula should be developed based on an analysis of environmental changes, learners' needs, scientific and technological developments, community expectations, and the demands of work and social life (Nursaputri & Aisyah, 2024). Within Islamic education, this process should involve multiple stakeholders, including school or madrasah leaders, teachers, curriculum managers, learners, parents, and communities. Such collaboration enables curriculum development to become more contextual because innovation does not originate solely from structural policies but can also emerge from teachers' experiences and practices at the institutional level.

Although research on educational innovation and curriculum development has expanded considerably, several research gaps remain. First, previous studies on curriculum innovation have largely emphasized curriculum design, innovative learning implementation, technology integration, or teacher competencies, while studies that specifically position innovation management as a central process in Islamic education curriculum development remain relatively limited. This issue is important because the success of innovation is strongly influenced by how an organization manages the entire change process, from identifying needs to evaluating and sustaining innovation.

Second, studies on the digitalization of Islamic education frequently focus on technology as a learning medium or instructional instrument. Although this perspective is important, it does not fully explain how technology, pedagogical innovation, and Islamic values can be managed simultaneously within curriculum development. There is therefore an opportunity to develop a perspective that does not regard digitalization as an end in itself but as an integral component of a curriculum innovation ecosystem that remains oriented toward learners' character development and competencies.

Third, a gap exists between the need for curriculum adaptation to global changes and the need to preserve Islamic educational identity. Some studies tend to emphasize modernization and innovation, while others prioritize the preservation of traditional Islamic values. Islamic education, however, requires an integrative approach that enables innovation without eliminating its fundamental identity and values. This gap indicates the need for research that explains how Islamic values can function not only as foundational principles but also as strategic directions in the curriculum innovation process.

Fourth, curriculum development studies tend to examine the outcomes of curriculum change without sufficiently explaining the managerial mechanisms that enable innovations to be accepted, implemented, and sustained within educational organizations. The creation of a new curriculum document alone cannot be considered successful if it does not produce changes in organizational culture, teacher competencies, instructional practices, and learners' educational experiences. Therefore, research is needed to examine the relationships among leadership, collaboration, teacher professional development, technology utilization, evaluation, and innovation culture as integral components of Islamic education curriculum development.

Based on these gaps, this study aims to analyze innovation management in Islamic education curriculum development, particularly how innovation needs are identified, how innovations are planned and developed, how teachers and stakeholders are involved, how technology is utilized in curriculum development, how innovations are implemented, and how evaluation and sustainability are managed. The study also seeks to identify supporting and inhibiting factors influencing innovation management in order to develop a more comprehensive understanding of curriculum innovation processes within Islamic educational institutions.

The novelty of this study lies in developing an integrative innovation management perspective for Islamic education curriculum development by connecting four major processes: identification of innovation needs and opportunities, innovation planning and development, collaborative and technology-supported implementation, and continuous evaluation and institutionalization of innovation. These processes are not positioned as isolated administrative stages but as an interconnected innovation management cycle that continuously evolves through feedback and changes in the educational environment. The distinctive contribution of this study lies in integrating innovation orientation with Islamic educational values. Thus, the success of curriculum innovation is evaluated not only in terms of its capacity to respond to technological developments and twenty-first-century competencies but also in terms of its ability to preserve and strengthen Islamic identity, character, and educational values.

From this perspective, the study offers a conceptual contribution by proposing that Islamic education curriculum innovation should be understood as a continuous organizational process, rather than merely as a change in curriculum content. Innovation management functions as a bridge between external demands for change and the internal capacity of educational institutions. Through systematic management, innovation can be directed toward developing curricula that are adaptive to technological developments, responsive to learners' needs, collaborative in their development processes, and firmly rooted in Islamic values. This perspective is expected to enrich the field of Islamic educational management while providing practical implications for madrasah/school leaders, curriculum managers, and teachers in developing innovative, contextual, and sustainable curriculum systems.

2. RESEARCH METHODS

This study employed a qualitative literature study to examine the management of innovation in Islamic education curriculum development. A qualitative literature study was considered appropriate because the research focused on interpreting, comparing, and synthesizing concepts and findings from previous scholarly studies rather than collecting numerical data. The methodological process was directed toward identifying patterns of innovation management, understanding the challenges and strategies of curriculum development, and formulating a comprehensive conceptual understanding of innovation in Islamic education (Loso Judijanto et al., 2024).

Because this study used a literature-based qualitative design, the research site was not a physical educational institution. The research context consisted of academic literature and scholarly publications concerning innovation management, curriculum development, Islamic education, digital transformation, educational technology, and contemporary curriculum reform. Relevant literature was obtained from academic databases and scholarly search engines, particularly Google Scholar, Scopus, and ScienceDirect (Frandsen et al., 2025). The literature context covered both international and Indonesian studies to obtain broader perspectives on curriculum innovation while maintaining relevance to the context of Islamic education. The selection of literature emphasized studies discussing curriculum innovation, innovation management, teacher involvement, technological integration, organizational change, and the preservation of Islamic educational values.

In a qualitative literature study, participants are not recruited in the conventional sense because the primary sources of data are scholarly publications rather than individuals. Therefore, the research participants in this study were represented by the authors, researchers, and scholarly works contained in the selected literature. The literature was purposively selected based on its relevance to the research focus. Sources were considered eligible when they addressed one or more aspects of innovation management, Islamic education curriculum development, educational transformation, technology integration, teacher professional development, or Islamic educational values (Fandir, 2024). Foundational theoretical works were also included when they provided important conceptual explanations for innovation management and curriculum development.

Data collection was conducted through a systematic process of identification, screening, selection, reading, extraction, and documentation. The literature search used combinations of keywords including *innovation management*, *curriculum innovation*, *Islamic education curriculum*, *Islamic education management*, *curriculum development*, *educational innovation*, *digital transformation in education*, and *artificial intelligence in education*. Initially, relevant publications were identified through titles, abstracts, and keywords. The selected sources were subsequently screened based on relevance, academic credibility, publication quality, and contribution to the research topic. Literature that was unrelated to innovation management or curriculum development in Islamic education was excluded (Siti Zulaikhah et al., 2025).

The selected publications were then read intensively to identify important arguments, theoretical perspectives, empirical findings, challenges, strategies, and recommendations related to curriculum innovation. Relevant information was extracted and organized into thematic categories (Niemelä, 2022). The data collection process focused particularly on information concerning innovation needs, strategic planning, leadership, teacher involvement, collaborative curriculum development, digital technology utilization, implementation mechanisms, evaluation, sustainability, and the integration of Islamic values.

The collected literature was analyzed using qualitative thematic analysis. The analysis was conducted through several interconnected stages: familiarization with the literature, identification of significant statements, coding of relevant information, categorization of similar concepts, development of broader themes, comparison across studies, and synthesis of findings (McLeod, 2024). During the coding process, similar concepts from different sources were grouped to identify recurring patterns and significant differences.

The thematic analysis generated several major dimensions of innovation management in Islamic education curriculum development: (1) identification of curriculum innovation needs and opportunities, (2) strategic planning and development of curriculum innovation, (3) leadership and stakeholder collaboration, (4) teacher capacity development and implementation, (5) integration of digital technology and AI, and (6) evaluation, continuous improvement, and institutionalization of innovation based on Islamic values. These themes were then interpreted in relation to existing innovation management and curriculum development theories.

The analysis also involved comparative synthesis by examining similarities, differences, strengths, and limitations across previous studies. This process was used to identify areas that remained insufficiently explored in the existing literature and to establish the research gap. Finally, the findings were synthesized into an integrated conceptual understanding of innovation management in Islamic education curriculum development. The credibility of the analysis was strengthened through source triangulation, namely comparing findings across different scholarly publications, theoretical perspectives, and research contexts. Thus, the methodology enabled the study to move beyond a descriptive literature summary toward a critical and systematic synthesis that supports the proposed novelty of the research.

3. RESULTS AND DISCUSSION

The qualitative literature analysis revealed that innovation management plays a strategic role in developing Islamic education curricula that are responsive to technological, social, and pedagogical changes while maintaining Islamic educational identity. The synthesis of the selected literature identified four interconnected dimensions: (1) identification and strategic planning of curriculum innovation, (2) collaborative implementation and strengthening of teacher capacity, (3) integration of digital technology and Islamic values, and (4) evaluation, continuous improvement, and institutionalization of innovation. These four dimensions indicate that curriculum innovation is not merely a process of changing curriculum content but a continuous organizational process involving planning, implementation, evaluation, and sustainability.

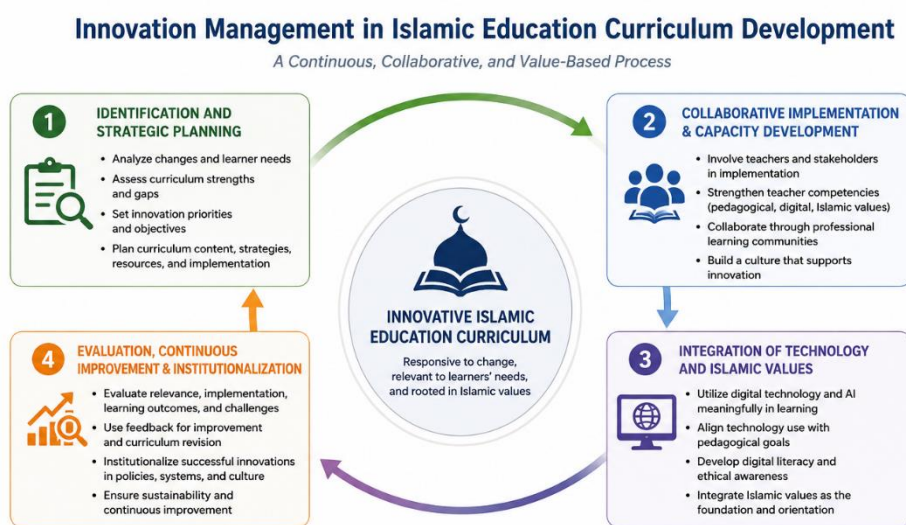


Figure 1: The synthesis of the selected literature identified four interconnected dimensions

The findings indicate that curriculum innovation begins with the institution's ability to identify changes in the educational environment and translate them into curriculum development priorities. Changes in learner characteristics, technological development, globalization, social transformation, and the increasing demand for twenty-first-century competencies require Islamic education institutions to continuously evaluate the relevance of their existing curricula. Learners are increasingly expected to possess critical thinking, creativity, collaboration, communication, digital literacy, problem-solving, and adaptability, while simultaneously developing religious knowledge, moral character, and spiritual awareness.

The literature synthesis shows that needs identification must consider both external and internal factors. External factors include technological developments, social expectations, changes in educational policies, and future competency requirements, whereas internal factors include learner characteristics, teacher competencies, institutional resources, and the strengths and weaknesses of the existing curriculum. This process enables educational institutions to determine which curriculum components require modification, development, or strengthening. The findings further

demonstrate that innovation requires strategic planning to transform identified needs into concrete curriculum programs. Strategic planning includes determining innovation objectives, designing curriculum content, selecting appropriate learning approaches, developing assessment strategies, preparing resources, and establishing implementation mechanisms. Educational leadership plays a significant role in this stage by establishing a clear vision, communicating the urgency of change, mobilizing resources, and creating organizational conditions that support innovation. Teacher and stakeholder involvement is also essential because curriculum planning becomes more contextual and implementable when it incorporates practical experiences and the needs of those directly involved in education. Thus, the first dimension demonstrates that innovation management begins with a diagnostic and strategic process. Curriculum innovation becomes more effective when it is based on actual needs rather than merely following technological trends or external policy changes.

The second finding shows that the effectiveness of curriculum innovation depends heavily on the capacity of teachers and the quality of collaboration within educational organizations. Curriculum innovations cannot produce meaningful changes if teachers lack the pedagogical, technological, and curriculum competencies required to translate new curriculum designs into classroom practices. The literature indicates that teacher capacity development needs to cover several interconnected competencies, including curriculum understanding, innovative pedagogy, digital literacy, assessment competence, classroom management, and the ability to integrate Islamic values into contemporary learning. Professional development is more effective when it is continuous and connected to teachers' actual instructional needs. Training, mentoring, professional learning communities, peer collaboration, and reflective practices provide mechanisms for teachers to understand and adapt innovations to their educational contexts.

The findings also reveal that collaboration is an important mechanism for reducing resistance to curriculum change. Teachers who participate in curriculum planning and implementation tend to have stronger ownership of innovation because they are not merely positioned as recipients of policy but as active contributors to curriculum development. Collaboration among teachers, school or madrasah leaders, curriculum managers, parents, and other stakeholders also allows different perspectives and resources to be incorporated into the innovation process.

Therefore, curriculum innovation should be managed as a collective organizational process. Leadership provides strategic direction, teachers translate innovation into practice, and stakeholders contribute contextual knowledge and support. This collaborative mechanism strengthens organizational readiness and increases the likelihood that curriculum innovations will be implemented consistently.

The third finding demonstrates that digital technology and artificial intelligence have become important components of contemporary curriculum development. Technology provides opportunities to make learning more flexible, interactive, personalized, and data-informed. Digital learning platforms, multimedia resources, online learning environments, digital assessment, and AI-supported learning can expand access to educational resources and facilitate more diverse learning experiences. However, the literature synthesis shows that technology should not be treated as the primary objective of curriculum innovation. Technology becomes meaningful when its use is connected to curriculum objectives, pedagogical needs, learner characteristics, and educational

values. Excessive emphasis on technology may create new problems, including dependency, reduced human interaction, unreliable information, academic dishonesty, and concerns regarding data privacy. Consequently, technological innovation requires adequate teacher competence and institutional policies to ensure responsible implementation. The findings indicate that the integration of technology and Islamic values creates a distinctive characteristic of Islamic education curriculum innovation. The objective is not simply to produce technologically capable learners but to develop learners who are able to use technology critically, ethically, and responsibly. This approach enables Islamic education to respond to digital transformation without losing its philosophical and moral identity.

The fourth finding indicates that evaluation and sustainability are essential components of innovation management. Curriculum innovation cannot be considered successful merely because a new curriculum document or learning program has been introduced. Its effectiveness must be assessed continuously based on curriculum relevance, teacher readiness, student engagement, learning outcomes, technological effectiveness, stakeholder responses, and implementation challenges.

Evaluation provides feedback that enables institutions to identify weaknesses, make adjustments, and improve curriculum implementation. Thus, innovation management follows a continuous improvement logic in which curriculum development is not regarded as a final product but as an ongoing process. Findings from evaluation can be used to revise curriculum content, improve teaching strategies, strengthen teacher competencies, and adjust the use of technology. The literature further indicates that successful innovations need to be institutionalized to ensure sustainability. Innovations that depend solely on individual teachers, particular leaders, or temporary programs are vulnerable to discontinuity when personnel or policies change. Institutionalization requires successful practices to be incorporated into organizational policies, curriculum planning, teacher professional development, evaluation systems, and institutional culture.

Based on the overall synthesis, innovation management in Islamic education curriculum development can therefore be represented as a continuous cycle of needs identification → strategic planning → collaborative implementation → technology and value integration → evaluation and continuous improvement → institutionalization. Islamic values function as the philosophical and ethical foundation across all stages of the cycle. This finding provides an important conceptual contribution: curriculum innovation in Islamic education should be understood as a value-based and sustainable organizational process rather than merely as curriculum reform. Its success depends on the institution's ability to connect environmental changes, strategic leadership, teacher capacity, stakeholder collaboration, technological development, evaluation, and Islamic values within a continuous innovation cycle.

4. CONCLUSION

The findings of this study demonstrate that innovation management in Islamic education curriculum development is not simply concerned with introducing new curriculum content or utilizing digital technology. Rather, it represents a continuous organizational process that connects

needs identification and strategic planning, collaborative implementation and teacher capacity development, technology integration and Islamic values, and evaluation, continuous improvement, and institutionalization. These findings indicate that curriculum innovation becomes meaningful when it is managed systematically and embedded within the organizational life of Islamic educational institutions. This interpretation is consistent with the broader perspective of educational change, which views innovation as a process requiring changes in individuals, organizational structures, professional practices, and institutional culture rather than merely the introduction of a new program.

The first finding shows that curriculum innovation begins with the identification of changes in learner needs, technological developments, social expectations, curriculum weaknesses, teacher competencies, and institutional resources. This finding suggests that curriculum innovation should be preceded by a diagnostic process rather than initiated merely because of external trends. From the perspective of curriculum development, this is consistent with the principle that curriculum design should be based on an analysis of learner characteristics, social needs, educational objectives, learning experiences, and evaluation. Innovation therefore requires a clear understanding of why change is needed, what should be changed, and how the change will contribute to educational improvement.

This finding can also be interpreted through Rogers' Diffusion of Innovations theory. Rogers emphasizes that innovation adoption is influenced by the perceived relative advantage, compatibility, complexity, trialability, and observability of an innovation (McLeod, 2024). In the context of Islamic education, the compatibility dimension becomes particularly important because curriculum innovations must be compatible not only with institutional needs but also with the philosophical foundations and values of Islamic education. Recent studies support this interpretation. Research on curriculum innovation in Islamic education indicates that contemporary curriculum development needs to respond to globalization and technological changes while remaining rooted in Islamic values. A recent qualitative study found that curriculum innovation can integrate digital literacy, collaboration, and problem-solving with Islamic values, but also identified tensions between innovation and the preservation of traditional educational identity. Similarly, a recent study on Islamic education curriculum development in the digital era emphasizes the importance of combining technological adaptation with *tauhid* as the philosophical, epistemological, and axiological foundation of curriculum development.

The present finding extends these studies by placing strategic management before curriculum implementation. Innovation is not treated merely as an educational response to technological change but as a managed process beginning with environmental scanning, needs analysis, priority setting, resource planning, and stakeholder involvement. This provides a stronger managerial explanation of why some curriculum innovations can be implemented sustainably while others remain limited to policy documents or temporary programs.

The second finding demonstrates that curriculum innovation depends strongly on teacher capacity and collaborative implementation. Teachers are not merely implementers of curriculum policy but important actors who interpret, adapt, and translate curriculum innovation into classroom practice. This finding is strongly supported by research on teacher design teams, which demonstrates that

collaborative curriculum design contributes to teacher professional development, strengthens teachers' pedagogical and design knowledge, and supports the implementation of curriculum change.

This finding can be further explained through Fullan's theory of educational change, particularly the idea that successful educational change depends on changes in beliefs, professional practices, and organizational conditions (Okyere, 2025). Curriculum reform will have limited impact if teachers are not prepared to understand and enact the intended innovation. Consequently, teacher professional development should not be positioned as an additional activity after curriculum development but as an integral component of innovation management. This finding is particularly relevant to Islamic educational institutions because curriculum innovation frequently requires negotiation between new educational demands and established traditions (Baharuddin et al., 2024). Teacher collaboration can provide a space for discussing whether particular innovations are educationally appropriate, pedagogically effective, and consistent with Islamic values. Thus, collaboration becomes a mechanism for reconciling innovation and institutional identity.

Recent research on digital-based Islamic education curriculum innovation similarly identifies teacher training, technology readiness, and resistance to change as important factors affecting curriculum transformation. Another recent study of digital transformation in an Islamic Religious Education curriculum found that teacher digital competence and an innovation-oriented institutional culture were among the key factors supporting curriculum transformation, while uneven teacher readiness and technological access remained significant challenges. The present study therefore reinforces previous findings but adds a managerial dimension: teacher competence development should be integrated into the innovation cycle from the beginning rather than treated as a separate professional development program. In other words, curriculum innovation and teacher learning should develop simultaneously.

The third finding reveals that digital technology and artificial intelligence provide significant opportunities for curriculum innovation, particularly in creating more interactive, flexible, personalized, and accessible learning experiences. However, the findings also demonstrate that technology should not become the primary objective of curriculum innovation. Its educational value depends on how effectively it is connected to pedagogical objectives, learner needs, teacher competence, and Islamic values.

This finding can be interpreted through the Technological Pedagogical Content Knowledge (TPACK) framework, which emphasizes that effective technology integration requires the interaction of technological knowledge, pedagogical knowledge, and content knowledge. Within Islamic education, this framework requires further contextualization because the content dimension includes religious knowledge and value formation (Mishra et al., 2022). Therefore, technology integration should not simply answer the question of what technology can do, but also what educational purpose it serves and what values guide its use.

The findings are consistent with recent research showing that digital transformation can increase accessibility, flexibility, student engagement, and personalized learning in Islamic education. However, these benefits depend on teacher training, infrastructure readiness, and curriculum alignment. recent study specifically examining digital pedagogy and Islamic values argues that

digital innovation in Islamic Religious Education needs to maintain *amanah*, justice, and excellence as central principles so that technological development contributes to holistic character formation rather than only cognitive achievement.

The fourth finding demonstrates that curriculum innovation becomes sustainable only when evaluation and continuous improvement are integrated into the innovation process. This finding challenges the understanding of curriculum innovation as a one-time reform. Instead, curriculum development should be viewed as a dynamic cycle in which implementation generates feedback, feedback informs revision, and successful practices are institutionalized.

This finding can be dialogued with Deming's continuous improvement perspective, particularly the logic of continuous cycles of planning, implementation, evaluation, and improvement. From this perspective, curriculum innovation should continuously respond to evidence concerning learner outcomes, teacher experiences, implementation challenges, and changes in the educational environment (Isniah et al., 2020). Evaluation therefore serves not merely as a mechanism for judging success but as a source of organizational learning.

The finding can also be connected with Schein's organizational culture theory. An innovation becomes sustainable when the values and practices associated with the innovation become embedded within the organization's everyday routines and assumptions. If curriculum innovation depends exclusively on a particular principal, teacher, or temporary project, its sustainability is vulnerable to leadership or personnel changes. Institutionalization therefore requires the integration of successful innovations into policies, planning mechanisms, professional development, organizational routines, and institutional culture.

Taken together, the findings suggest that innovation management in Islamic education curriculum development can be understood through an integrated theoretical framework combining innovation diffusion, educational change, teacher professional learning, technology integration, organizational culture, and continuous improvement. Each theoretical perspective explains a different component of the innovation process, but the findings demonstrate that none of these perspectives alone fully explains the complexity of Islamic curriculum innovation.

Rogers' theory explains how innovations can be accepted and diffused; Fullan's educational change perspective explains the importance of people and organizational conditions; TPACK explains the relationship between technology, pedagogy, and content; collaborative curriculum design research explains the role of teachers in developing ownership and competence; Schein explains the institutionalization of innovation within organizational culture; and Deming's continuous improvement perspective explains the importance of feedback and iterative curriculum development.

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