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Continuous Improvement in Learning Innovation Management to Enhance Students' Learning Motivation

Misbahul Arifin[1], Jazilurrahman[2*], Abdul Haq AS[3]
[1,2]Universitas Nurul Jadid, Indonesia
[3]Institut Agama Islam At-Taqwa Bondowoso, Indonesia

*Corresponding Author: jazilurrahman@unuja.ac.id
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Abstract:
This study examines the role of continuous improvement in managing learning innovation to enhance students' learning motivation in Islamic junior secondary schools. The research is grounded in the issue that many learning innovations are implemented without sustainable management systems, resulting in inconsistent impacts on student motivation. This study aims to analyse how continuous improvement is implemented in school learning innovation management. A qualitative case study approach was employed, using interviews, observations, and document analysis, with data analysed through an interactive model of reduction, display, and verification. The findings reveal that continuous improvement has been initiated but remains partial, informal, and not yet institutionalised. Learning innovation is practised, but evaluation is largely subjective, data utilisation is limited, and reflective practices are not collaboratively structured. As a result, student motivation increases but fluctuates depending on the quality of implementation. The study concludes that continuous improvement is a key determinant of sustainable innovation and stable student motivation. This research contributes by proposing an integrative model that links continuous improvement, innovation management, and Islamic educational values within a unified framework.

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INTRODUCTION

The rapid development of education in the era of social and technological transformation demands that educational institutions continuously adapt through relevant and sustainable learning innovations (Ibrahim et al., 2025; Mahmud & Ramli, 2025; Wan et al., 2025). Learning innovation is no longer optional but a necessity to ensure the quality and relevance of education. Students today face dynamic learning environments that require adaptive, engaging, and meaningful instructional approaches (Chergui et al., 2025). However, empirical findings indicate that many learning innovations implemented in schools do not significantly improve students' learning experiences, particularly in terms of motivation to learn (Fan et al., 2025; Kulachai et al., 2025; Yang et al., 2025). Therefore, innovation in education must not only focus on introducing new methods but also on systematically managing these innovations to produce sustainable impacts on students' learning motivation.

Despite the increasing emphasis on innovation in education, many schools still face fundamental challenges in managing learning innovation effectively (Gonzales & Roberts, 2025; Pham Thi, 2025). Learning innovation is often implemented as a short-

term response to curriculum demands or policy changes, rather than as part of a long-term strategic management process. As a result, innovations tend to be fragmented, unsystematic, and lack sustainability (Munif et al., 2025; Yaqin et al., 2025). This condition leads to a mismatch between the expected outcomes of innovation and the actual improvement in students' learning motivation. Moreover, the absence of structured evaluation and refinement mechanisms further weakens the impact of innovation on the quality of learning processes (Pedraja-Rejas et al., 2025; Sánchez-García & Reyes-de-Cózar, 2025; Zhang et al., 2025).

These problems are clearly reflected in school learning practices. Schools, on preliminary observations, have implemented various forms of learning innovation, such as collaborative learning models, group discussions, and the use of digital media, by teachers. However, these innovations have not been supported by systematic evaluation and reflective practices. Teachers tend to measure learning success based on curriculum completion and academic scores, while aspects such as students' motivation, engagement, and learning experience are not yet used as primary indicators (Iqbal et al., 2025; Val & Quintas, 2025).

Furthermore, there is no structured system that facilitates collaborative reflection among teachers. Reflective practices remain individual and informal, leading to inconsistent learning quality across classrooms (Chafa & Ncube, 2025; Phuong et al., 2025). Differences in teachers' pedagogical capacities also contribute to variations in the effectiveness of innovation implementation. In addition, learning outcome data have not been optimally used to inform instructional design; instead, they are used only for administrative reporting. This indicates that learning innovation at School Schoolt has yet to be managed within a continuous improvement framework, leading to fluctuating and unsustainable impacts on students' learning motivation.

Previous studies have highlighted the importance of innovation in learning, educational management, and student motivation. Chafa (2025) emphasises that successful educational innovation requires strong leadership and systematic change management to improve student engagement and motivation (Chafa & Ncube, 2025). Similarly, Hargreaves and O'Connor (2020) argue that continuous improvement can enhance learning quality through reflective and collaborative school cultures (Foley et al., 2025). Empirical findings by Nguyen, Tran, and Le (2021) also demonstrate that learning innovation positively influences students' motivation when supported by adaptive management systems (Nguyen-Viet & Doan, 2026; Nguyen et al., 2025). These studies indicate that innovation and management are interconnected factors in improving educational outcomes.

However, other studies reveal limitations in the current body of research. Leithwood and Hopkins (2020) and OECD (2021) emphasise the importance of continuous improvement and data-driven decision-making in enhancing learning quality and student motivation (Abdallah et al., 2025; Amatullah et al., 2025; Eisenschmidt & Oppi, 2026; Kemethofer et al., 2025). Wijaya (2025) also highlights the role of evaluation cycles in determining the success of educational innovation (Wijaya & Fauzi, 2025). In the context of Islamic education, Zainuddin and Rahman (2022) found that learning innovation is more effective when aligned with institutional values (Yunita et al., 2025). Nevertheless, these studies tend to examine learning innovation and continuous improvement separately and have not integrated continuous improvement as a central framework for sustainably managing learning innovation. Moreover, empirical studies in

Islamic junior secondary school contexts remain limited. This gap indicates the need for a more integrative and contextual approach.

The novelty of this study lies in integrating continuous improvement as a core managerial framework into learning innovation management, combined with Everett M. Rogers' Diffusion of Innovations Theory. This research conceptualises learning innovation not merely as a pedagogical product but as a continuous, systematic process involving planning, implementation, evaluation, and refinement. Additionally, this study specifically focuses on the context of Islamic junior secondary schools, where innovation must align with institutional values and culture. This integrative approach offers a new perspective that bridges the gap between innovation theory, management practices, and the unique characteristics of Islamic education, making it both theoretically and practically significant.

Based on the background above, the main research problem is: How is continuous improvement implemented as a solution approach in learning innovation management to enhance students' learning motivation at the school? Schoolstudy argues that learning innovation will only have a significant and sustainable impact on students' learning motivation when it is managed through a continuous improvement framework characterised by systematic planning, data-based evaluation, collaborative reflection, and ongoing refinement. By integrating continuous improvement with learning innovation management and the diffusion of innovations process, schools can create adaptive and sustainable learning systems that enhance students' engagement and motivation. Therefore, this research contributes by providing a conceptual and empirical model of continuous improvement–based learning innovation management within the context of Islamic education.

RESEARCH METHODS

This study employed a qualitative case study design. The qualitative approach was selected because it allows for an in-depth exploration of meanings, processes, and social dynamics underlying the implementation of learning innovation, which cannot be adequately captured through quantitative measures. Meanwhile, the case study design was chosen to examine the phenomenon of continuous improvement in the context of learning innovation management, holistically and in a real-life setting. This design enables the researcher to understand the complexity of organisational processes, interactions, and institutional values that shape learning practices in schools.

The research was conducted at the school, located on Jalan KH. Zaini Mun'im, Karanganyar, Paiton, Probolinggo Regency, East Java, Indonesia. The site was purposively selected due to its unique characteristics as an Islamic junior secondary school within a pesantren environment that actively promotes learning innovation. This context is considered relevant because it reflects the integration of educational management practices with Islamic values, which influence leadership patterns, teacher professionalism, and students' learning motivation.

Data were collected through three main techniques: in-depth interviews, classroom observations, and document analysis. Semi-structured interviews were conducted with key informants, including the school principal, vice principal for curriculum affairs, subject teachers, and students, to explore their experiences and perceptions regarding the planning, implementation, evaluation, and improvement of

learning innovations. Observations were carried out through limited participatory observation to capture classroom interactions, student engagement, and indicators of learning motivation. Document analysis involved examining lesson plans, evaluation reports, student assessment records, meeting minutes, and other relevant institutional documents.

Data analysis in this study followed the interactive model proposed by Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing/verification. Data condensation involved selecting, simplifying, and focusing on relevant data related to continuous improvement practices. Data display was conducted by organising information into descriptive narratives and matrices to facilitate interpretation. Finally, conclusion drawing and verification were carried out continuously throughout the research process to ensure the accuracy and consistency of the findings.

To ensure data validity, this study employed triangulation techniques, including source, method, and time triangulation. In addition, member checking was conducted by confirming findings with informants to enhance credibility, while peer debriefing was used to strengthen the objectivity of data interpretation. Through these strategies, the study ensures that the findings are credible, consistent, and reflective of field conditions.

RESULTS AND DISCUSSION

Results

Implementation of Continuous Improvement in Learning Innovation

Implementation of continuous improvement in learning innovation in this study is operationally defined as a managerial process that involves cyclical activities consisting of planning, implementation, evaluation, and refinement of instructional practices, which are carried out systematically, collaboratively, and based on data. In the school context, this sub-finding refers to the extent to which the continuous improvement cycle (PDCA) has been applied to manage learning innovation at both the individual teacher and organizational (school management) levels.

The principal revealed that: “We encourage teachers to innovate, but indeed not all innovations are followed by well-documented evaluations” (Principal Interview, November 12, 2025). This statement indicates that school leadership has provided normative support for innovation; however, the evaluation component, as a crucial element of continuous improvement, has not been systematically implemented. The researcher interprets the absence of structured evaluation documentation as reflecting a weak institutional control system that fails to ensure innovation is not only implemented but also measured for effectiveness. This condition suggests that continuous improvement has not yet functioned as a standardized managerial mechanism.

A similar perspective was expressed by the vice principal for curriculum affairs, who stated: “Usually, teachers evaluate their own teaching after class, but there is no specific forum to collectively discuss these reflections” (Vice Principal Interview, November 14, 2025). This finding shows that reflective practices already exist but are still individual and informal. The researcher interprets the absence of collaborative reflection forums as indicating a lack of an organizational learning culture within the School. As a result, knowledge sharing and collective problem-solving related to learning innovation are underdeveloped, weakening the sustainability of continuous improvement practices.

Based on classroom observations and school documentation, several teachers have implemented innovative learning strategies, including collaborative learning, group discussions, and the use of digital media. However, these practices are not consistently followed by structured evaluation instruments or data-based follow-up actions. The researcher interprets that learning innovation at the School tends to stop at the implementation stage without progressing into systematic evaluation and improvement cycles. This indicates that the PDCA cycle has not been fully operationalized, particularly in the "Check" and "Act" stages.

Overall, the findings show that continuous improvement in learning innovation at the School has been initiated but remains partial, informal, and not yet institutionalized. The practices of planning, implementation, and reflection are present; however, they are not integrated into a structured management system supported by policy, documentation, and collaborative mechanisms.

The data indicate that continuous improvement is predominantly practised at the individual rather than the organizational level. Innovation is encouraged but not systematically controlled; evaluation is conducted but not documented; and reflection occurs but is not collaboratively shared. This fragmented pattern results in inconsistent quality of learning innovation and limits its long-term impact on students' learning motivation.

Table 1. Influence of Continuous Improvement Implementation

Informant Position	Interview Excerpts	Indicator
Principal	"We encourage teachers to innovate, but indeed not all innovations are followed by well-documented evaluations."	Support innovation without systematic evaluation
Vice Principal for Curriculum	"Usually, teachers evaluate their own teaching after class, but there is no specific forum to collectively discuss these reflections."	Individual reflection without collaboration
Teacher	Innovative learning practices were carried out, but not followed by structured evaluation and data-driven follow-up	Implementation without a repair cycle

Table 1 illustrates that the implementation of continuous learning and innovation is influenced by three main dimensions: leadership support, reflective practices, and evaluation mechanisms. From a leadership perspective, the principal has demonstrated a commitment to encouraging innovation; however, this support has not been accompanied by a structured system to ensure evaluation and follow-up. This indicates a gap between policy intention and managerial execution, where innovation is promoted but not systematically governed within a continuous improvement framework.

From the perspective of teachers and curriculum management, the data reveal that reflective practices are already present but remain individualistic and lack collaborative structures. The absence of formal forums for reflection and discussion limits the transformation of individual experiences into organisational knowledge. Furthermore, the lack of structured evaluation and data utilisation indicates that innovation has not yet been integrated into a sustainable improvement cycle. Consequently, the effectiveness of learning innovation in enhancing students' learning motivation becomes inconsistent and difficult to measure.

Innovation Management Based on Reflection and Evaluation

Innovation management, as defined in this study, is a systematic managerial process in which learning innovations are continuously assessed through structured reflection, documented evaluation, and data-based follow-up actions. This sub-finding concerns how learning innovations at the school are managed not only during implementation but also through reflective and evaluative mechanisms that ensure sustainability and effectiveness.

A subject teacher stated: "If students appear active and enthusiastic, I consider the method successful, even though I have not specifically documented it" (Teacher A Interview, November 16, 2025). This statement indicates that evaluation practices remain based on subjective perceptions rather than objective, documented data. The researcher interprets that such intuitive evaluation limits the accuracy of measuring learning effectiveness, as it does not provide valid evidence for improving instructional strategies. This condition reflects the absence of a structured evaluation system within the School's innovation management.

Another teacher explained: "We want to evaluate learning more seriously, but there is no clear guideline from the school" (Teacher B Interview, November 17, 2025). This finding highlights that teachers are aware of and willing to improve their practices, yet they lack institutional support in the form of clear guidelines or standardised procedures. The researcher interprets this gap between teacher motivation and organisational policy as indicating weak managerial integration, where innovation is practised but not governed within a structured, continuous-improvement framework.

Based on classroom observations, teachers have implemented various innovative strategies, including group discussions, simple project-based learning, and the use of digital media. However, these innovations are not consistently followed by structured evaluation instruments or systematic reflection sessions. The researcher interprets that learning innovation tends to be implemented as a pedagogical activity rather than as part of an integrated management system. As a result, the sustainability of innovation depends heavily on individual teacher initiative rather than institutional mechanisms.

In summary, the findings indicate that innovation management at the School has not yet been fully grounded in structured reflection and evaluation. Although innovative practices are present, evaluation remains subjective, undocumented, and unsupported by formal guidelines, resulting in limited effectiveness of continuous improvement.

The data reveal a consistent pattern in which innovation is implemented but not systematically evaluated, and teachers rely on personal judgment rather than data-based reflection. This pattern shows that innovation management remains individual-centred and has not yet evolved into an organisational system that supports sustainable improvement.

Table 2. Reflection and Evaluation-Based Ideal Innovation Management

Informant Position	Interview Excerpts	Indicator
Teacher A	"If students appear active and enthusiastic, I consider the method successful, even though I have not specifically documented it."	Subjective evaluation without documentation
Teacher B	"We want to evaluate learning more seriously, but there is no clear guideline from the school."	The need for a structured evaluation system

Teacher C	Learning innovations were implemented, but not followed by systematic evaluation and follow-up	Implementation without continuous management

Table 2 demonstrates that innovation management based on reflection and evaluation is influenced by the interaction between teacher practices and institutional support. Teachers have shown initiative in implementing innovative learning strategies; however, their evaluation practices remain subjective and lack proper documentation. This indicates that innovation is not yet supported by reliable data, which limits its potential for systematic improvement. The absence of objective evaluation also makes it difficult to measure the actual impact of innovation on learning outcomes.

Furthermore, the data reveal a structural gap at the organisational level: schools have not yet provided clear guidelines or standardised systems for evaluation and reflection. Although teachers express a willingness to improve, the lack of institutional frameworks prevents the transformation of individual practices into collective organisational learning. This condition weakens the sustainability of innovation and indicates that continuous improvement has not yet been fully integrated into school management.

Utilization of Learning Data

Utilization of learning data in this study is operationally defined as the systematic use of students' learning outcomes and instructional process data to support decision-making in planning, evaluating, and improving learning practices within a continuous improvement framework. This includes analysing assessment results, student participation, and performance trends to support reflective, data-driven innovation management. In the school context, this sub-finding examines the extent to which learning data are used not only for administrative purposes but also as a foundation for improving instructional quality.

The vice principal stated: "We have compiled students' scores, but not all of them are used to analyse the effectiveness of teaching methods" (Vice Principal Interview, November 22, 2025). This statement indicates that although learning data are available, their utilisation remains limited. The researcher interprets this condition as a disconnect between data collection and analysis, in which data are treated as static information rather than as a dynamic tool for improving instructional practices. As a result, the potential of data to support continuous improvement is not fully realised.

A teacher also explained: "Usually, scores are only used for reporting, not yet for evaluating teaching methods" (Teacher C Interview, November 23, 2025). This finding suggests that teachers' understanding of data utilisation is still oriented toward administrative compliance. The researcher interprets that this limited perspective diminishes the role of learning data in supporting reflective practice and innovation development. Consequently, instructional improvements tend to rely on intuition rather than empirical evidence.

Based on observations of school documents and classroom practices, student assessment data such as test scores and assignments are routinely collected and archived. However, there is no structured mechanism for analysing these data to evaluate teaching effectiveness or to inform future instructional planning. The researcher interprets that the management of learning data remains administrative and has not yet

evolved into a data-driven system that supports the "Check" and "Act" stages of continuous improvement.

In summary, the findings indicate that learning data at the school is systematically collected but not optimally utilised for instructional reflection and improvement. As a result, continuous improvement practices are not yet supported by a strong data-driven foundation. The data reveal a consistent pattern in which data collection is routine, but data utilisation is minimal. This creates a gap between available information and instructional decision-making, leading to reactive, unsystematic improvement practices.

Table 3. Utilization of Learning Data

Informant Position	Interview Excerpts	Indicator
Vice Principal	"We have compiled students' scores, but not all of them are used to analyze the effectiveness of teaching methods."	Data available but not analyzed
Teacher	"Usually, scores are only used for reporting, not yet for evaluating teaching methods."	Data is used for administration
Teacher	Learning outcome data is collected, but not used as a basis for learning improvement	Not data-driven

Table 3 shows that the lack of analytical practices and institutional mechanisms constrains the utilisation of learning data. While the school has succeeded in collecting student performance data, these data are not translated into meaningful insights to improve teaching methods. This indicates that the function of data remains administrative rather than strategic, limiting its role in supporting continuous improvement.

At the teacher level, viewing data as merely a reporting tool further weakens its impact on instructional quality. Without systematic data analysis, teachers cannot accurately identify learning gaps or evaluate the effectiveness of their teaching strategies. Consequently, innovation becomes less effective and less sustainable because it lacks empirical evidence. The pattern indicates that learning data are consistently collected but rarely analysed or utilised for decision-making. This results in a weak data culture within the school, where instructional improvements are based on assumptions rather than evidence.

Integration of Continuous Improvement and Islamic School Culture

The integration of continuous improvement and Islamic school culture is operationally defined as the alignment between continuous improvement principles, such as reflection, evaluation, and ongoing development and Islamic values, such as muhasabah (self-reflection), responsibility, and self-improvement, within the management of learning innovation. This sub-finding examines how Islamic values are internalised and translated into formal managerial practices at the school level.

The principal stated: "In terms of values, we are already familiar with reflection and self-improvement, but not all of it has been translated into a learning management system" (Principal Interview, November 25, 2025). This indicates that Islamic values supporting continuous improvement already exist at the philosophical level. The researcher interprets the challenge as transforming these values into structured policies and practices, as the absence of formal integration limits their impact on organisational behaviour.

A teacher added: “Personal reflection is common, but in terms of a school system, it still needs to be strengthened” (Teacher Interview, November 26, 2025). This finding suggests that reflective practices are embedded at the individual level but have not yet been institutionalised. The researcher interprets this gap as indicating a lack of cultural transformation, in which values are practised personally but have not been developed into a collective organisational culture.

Observations indicate that religious values are integrated into daily school activities, such as routine reflections, moral guidance, and character education. However, these values are not explicitly linked to the management of learning innovation or continuous improvement systems. The researcher interprets that Islamic values function as ethical guidance but have not yet been operationalised into managerial frameworks that support systematic innovation and evaluation.

In summary, Islamic values that align with continuous improvement are present and practised at school, but their integration into formal learning innovation management systems remains limited and not yet systematic. The data show a pattern in which values are strong at the individual and cultural level but weak at the structural and managerial level. This results in a partial integration of continuous improvement within the school system.

Table 4. Continuous Improvement in Learning Innovation and Motivation

Dimension	Key Findings	Implications
Continuous Improvement	Partially implemented	Not yet institutionalized
Learning Innovation	Not systematically evaluated	Remains individual practice
Reflection	Intuitive	Weak documentation
Motivation	Increased but fluctuating	Depends on CI practice
Learning Data	Administrative use	Not data-driven
Islamic Culture	Not systemic	Needs integration
Contribution	CI links innovation & motivation	Conceptual bridge

Overall, the findings confirm that continuous improvement is strongly correlated with the sustainability of learning innovation and the enhancement of student learning motivation at the School. However, its effectiveness depends on integrating teacher reflection, using learning data, and strengthening school management systems aligned with Islamic educational values.

Discussion

The findings of this study confirm that continuous improvement is not merely a technical activity of evaluating learning, but a strategic managerial approach that determines the sustainability of learning innovation and the stability of student motivation (Ayu et al., 2025; Najiah & Baharun, 2025; Riatmaja et al., 2025). This finding is consistent with Michael Fullan's argument that the failure of educational innovation often lies not in pedagogical weakness but in the absence of a strong managerial infrastructure to sustain change (Friesen et al., 2026; Kasuga & Kalolo, 2025). In the context of schools, learning innovation has been implemented at the instructional level; however, it has not yet been supported by systematic structures such as data-based evaluation systems and collaborative reflection forums (Feng & Wei, 2025; Sandoval-Ríos et al., 2025). This indicates a gap between innovation practice and change management, where the school aligns with Fullan's emphasis on innovation but differs in the level of

organisational readiness. Theoretically, this reinforces the importance of integrating pedagogy, teacher beliefs, and organisational systems; practically, it implies the need to strengthen institutional frameworks that support sustainable innovation.

From the perspective of Everett M. Rogers, the findings show that learning innovation in schools is still at the stage of partial adoption, where innovations have passed the knowledge and persuasion stages but have not yet reached the confirmation stage, characterised by institutional legitimacy. This finding aligns with Rogers' theory, which holds that the sustainability of innovation depends on the strength of the social system and communication channels (Fitriani et al., 2026; Robinson et al., 2025). However, this study reveals a contextual difference, where innovation diffusion is constrained by weak horizontal collaboration and the absence of collective learning mechanisms. This extends Rogers' framework by demonstrating that, in educational settings, diffusion alone is insufficient without continuous improvement cycles. Theoretically, this study posits that continuous improvement serves as a mediating factor between innovation adoption and sustainability. At the same time, it suggests the need for structured forums that facilitate collaboration and knowledge sharing among teachers.

In terms of quality management, the findings align with W. Edwards Deming's PDCA cycle, particularly highlighting the imbalance in its implementation (Adwan, 2025; Reinhardt et al., 2026). The planning and implementation stages are relatively strong, while the "check" and "act" stages remain weak due to the limited use of learning data. This supports Deming's critique that many organisations treat evaluation as a form of accountability rather than as a mechanism for learning and improvement (Han & Lyu, 2025; Rouse et al., 2025). However, this study offers a new insight by linking the weakness of these stages to fluctuations in student motivation. While previous studies emphasise quality improvement outcomes in terms of performance, this research shows that student motivation can serve as an indicator of the effectiveness of continuous improvement (Chen et al., 2025; Iqbal et al., 2025; Val & Quintas, 2025). Theoretically, this extends Deming's framework into the educational domain, while in practice it highlights the urgency of developing data-driven evaluation systems and strengthening teachers' capacity to use data (Damiyano, 2025; Mostafavi & Ramezani, 2026; Shawyun et al., 2025).

Furthermore, this study contributes to the literature on Islamic education by examining the integration of continuous improvement with Islamic values such as muhasabah and islah. The findings support previous research that emphasises the alignment between educational innovation and Islamic values (Amirudin et al., 2025; Shawyun et al., 2025; Srinio et al., 2025). also reveals a significant gap in their implementation. While reflective values are already embedded at the individual level, they have not yet been institutionalised into formal management systems. This indicates a divergence between cultural potential and managerial practice. Theoretically, this study enriches the discourse by showing that religious values can serve as a foundation for continuous improvement, but require systematic operationalisation. In practice, it implies that schools need to translate these values into policies, guidelines, and organisational routines to ensure their impact on learning and innovation.

Overall, this study demonstrates that a single theoretical perspective cannot explain the success of learning innovation and that an integrative approach is required. Fullan highlights the importance of structural support, Rogers explains the diffusion

process, and Deming emphasises the role of continuous improvement cycles. This study positions continuous improvement as a conceptual bridge that connects these three frameworks within the context of Islamic education. Theoretically, it contributes to the development of a contextualised model of continuous improvement-based innovation management. At the same time, practically, it offers strategic recommendations for schools to strengthen collaborative reflection, utilise learning data effectively, and build leadership systems oriented toward sustainable improvement.

CONCLUSION

This study concludes that continuous improvement is a crucial determinant of the sustainability of learning innovation and the stability of students' learning motivation, with the main lesson indicating that innovation implemented without systematic cycles of reflection, evaluation, and refinement tends to be temporary and results in fluctuating motivation, whereas innovation managed through consistent continuous improvement produces more stable and meaningful motivational outcomes; therefore, improving student motivation is not merely a matter of applying innovative teaching methods but depends fundamentally on a structured, reflective, and sustainable school management system. The strength of this study lies in its contribution to the field of Islamic Education Management by positioning continuous improvement as an integrative managerial approach that bridges educational change theory (Fullan), diffusion of innovations (Rogers), and quality management (Deming), while also shifting the discourse on student motivation from a purely pedagogical perspective to a managerial one and providing in-depth contextual insights through a qualitative case study. However, this study is limited to a single case at the school and thus has limited generalizability, and its qualitative nature restricts broader empirical generalisation; therefore, future research is recommended to employ mixed methods or comparative studies across multiple schools and contexts to develop a more comprehensive and generalizable model of continuous improvement in learning innovation management.

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