



Empowering Primary School Teachers: Workshop on Integrating Educational Technology into the Independent Curriculum

Lia Barokah*, Nandang Kosim

Sekolah Tinggi Agama Islam Syekh Manshur, Indonesia

DOI: <http://doi.org/10.61987/communautaire.v5i2.2661>

Article History:

Received: 06 July 2026

Revised: 23 August 2026

Accepted: 21 September 2026

Keywords:

*Independent Learning
Curriculum, Learning
Technology, Digital
Competence, Elementary
Education*

*Correspondence Address:

liabarokah239@gmail.com

Abstract:

Implementing the Independent Learning Curriculum at the elementary school level represents an important transformation of the education system in the digital era, where technology has become an integral part of the learning process. This study examines the implementation of learning technology integration in the Independent Learning Curriculum, identifies supporting and inhibiting factors, and proposes strategies to strengthen curriculum objectives. This study employed a qualitative descriptive method to explore the application of learning technology in elementary school education. Data were analyzed descriptively to identify patterns in technology use, teacher readiness, infrastructure, and learning resources. The findings indicate that successful integration of learning technology depends on adequate infrastructure and digital access, teachers' digital competence, and the availability of technology-based content and learning applications that match students' characteristics and learning needs. However, disparities in infrastructure access and quality, as well as limited teacher competence in utilizing and integrating technology into learning, remain significant challenges. The study suggests that strengthening digital infrastructure, teacher professional development, and contextualized technology-based learning resources is essential to optimize curriculum implementation.

INTRODUCTION

Digital transformation has become a major force shaping how society delivers, accesses, and experiences education. In elementary education, integrating learning technology into the Independent Learning Curriculum matters because children increasingly live, communicate, and access information through digital environments (Baba-Nalikant et al., 2023; Maulana et al., 2025). Appropriate technology can broaden access to learning resources, support interactive instruction, facilitate differentiated learning, and strengthen students' digital, critical, creative, and collaborative skills (Putri & Dewi, 2025; Qodriyah & Asfiah, 2025). At the same time, technology can help teachers organize learning activities, provide feedback, monitor progress, and adapt instruction to students' needs. These benefits indicate that technology integration is not merely a technical innovation but an educational strategy with important social implications (Badriyah, 2025; Sposato, 2024). When schools use technology meaningfully, they can prepare students to participate responsibly in a rapidly changing society while improving learning relevance and flexibility. Therefore, strengthening technology integration at the

elementary level is essential to ensure that educational transformation produces inclusive, effective, and sustainable learning opportunities for learners more broadly across elementary schools.

Despite its potential, technology integration in elementary education remains a complex societal problem. The central issue is whether teachers and students can access, understand, and use technology meaningfully (Badriyah, 2025; Masdul et al., 2026; Sulistyani et al., 2026). Differences in internet connectivity, digital infrastructure, device availability, and resources can create unequal educational opportunities. In addition, teachers may have different levels of digital competence, particularly in selecting appropriate applications, designing technology-supported activities, and connecting digital tools with pedagogical objectives. Students also differ in access to devices, digital habits, learning needs, and levels of independence. These conditions can lead to technology replacing conventional materials rather than supporting active, contextual learning (Baharun, 2024; Ridwan et al., 2020; Safitri, 2024). Consequently, the digital transformation of education may reproduce existing inequalities when implementation lacks adequate infrastructure, professional development, and institutional planning. This problem requires systematic attention so technology integration can support educational equity rather than deepen existing disparities across schools with different resources and capacities, while maintaining equitable learning opportunities for every child and educational institution.

In elementary schools, the Independent Learning Curriculum shows that technology is increasingly embedded in educational practice. Teachers may use digital platforms to distribute materials, assign activities, communicate with students, conduct formative assessment, and provide feedback. Multimedia, educational applications, and online resources can also make lessons more engaging and let students explore topics based on their interests (Hamid, 2025; Kuk et al., 2021; Putri & Dewi, 2025). Nevertheless, classroom realities are diverse. Some schools have relatively adequate infrastructure and teachers confident in using digital tools, while others still face limited connectivity, insufficient devices, or difficulty integrating technology into pedagogy. This variation affects the quality and consistency of the learning experiences students receive (Hasanah et al., 2025; Rohmah et al., 2026; Santos, 2016). The issue is socially significant because elementary education builds foundational knowledge, habits, and competencies that influence future participation in society. Addressing these differences can therefore contribute to stronger educational inclusion, improved teacher capacity, and more meaningful learning. Examining actual implementation conditions is important for developing strategies that respond to schools' practical circumstances and the needs of diverse learner groups.

Previous discussions of technology integration generally emphasize its capacity to improve learning effectiveness, student engagement, digital literacy, personalization, collaboration, and access to diverse resources. Technology can also support teachers by simplifying classroom management, assessment, communication, and access to instructional materials (Ridho et al., 2026; Rohmatillah & Jannah, 2024; Tamba, 2026). These perspectives establish that technology has substantial pedagogical value when aligned with learning objectives and student characteristics. However, existing discussion often emphasizes technology's benefits or describes individual applications without sufficiently examining how infrastructure, teacher competence, digital content, and student characteristics interact during curriculum implementation. This creates an

important gap because successful integration depends on several conditions operating simultaneously, not on technology availability alone (Bukhori & Zahro, 2025; DeCoito & Briona, 2023; Lozano-Pena et al., 2021). The present study examines technology integration as a multidimensional educational process. It connects implementation practices with supporting and inhibiting conditions and translates these findings into optimization strategies. This approach is important because schools need practical guidance beyond promoting technology use toward meaningful, equitable, and pedagogically appropriate integration within the Independent Learning Curriculum and sustainable curriculum implementation.

Research on digital education indicates that technology does not automatically improve learning outcomes. Its effectiveness depends on teachers' pedagogical decisions, students' readiness, the relevance of digital content, and infrastructure availability. Previous studies have reported positive effects of multimedia, platforms, and digital assessment, yet they have not sufficiently addressed cross-context differences. A strategy that works in a well-equipped school may not apply to schools with limited connectivity, devices, or teacher support. Another limitation concerns the tendency to discuss teacher digital competence as a general skill rather than examining how competence influences integration into curriculum goals and practices. This gap matters because ineffective technology use can increase workload without improving learning. Therefore, research is needed to identify the conditions that facilitate or constrain integration and to develop context-sensitive strategies. By focusing on implementation, barriers, and optimization simultaneously, this study seeks to clarify technology integration in elementary education and its potential to support curriculum change across diverse elementary school settings.

Given these conditions, this study examines the implementation, determinants, and optimization of learning technology integration in elementary education. First, it is necessary to understand how technology is actually incorporated into teaching and learning within the Independent Learning Curriculum, including resources, activities, communication, assessment, and student support. Second, the study needs to identify factors that support or hinder implementation, particularly infrastructure, digital access, teacher competence, learning content, and compatibility with student characteristics. Third, schools require realistic strategies for optimizing technology so that its use contributes to curriculum objectives rather than becoming an additional administrative or technical burden. These problems matter because unequal technology integration can influence children's learning opportunities. Addressing them can help schools strengthen educational services, support teachers in adapting to digital transformation, and provide students with active, flexible, inclusive learning experiences that meet contemporary demands. Accordingly, the research focuses on practical educational problems arising from technology integration in elementary schools.

This study aims to examine the implementation of learning technology integration within the Independent Learning Curriculum at the elementary school level, identify the supporting and inhibiting factors that influence its effectiveness, and formulate strategies for optimizing technology use in learning. The study covers technology use in instructional activities, digital infrastructure and access, teacher digital competence, technology-based learning content, and alignment with student characteristics. It also considers how these elements interact to support meaningful learning rather than treating technology as an isolated tool. This scope supports understanding of conditions

required for effective and sustainable technology integration. The findings are expected to have theoretical and practical implications for educational development by strengthening discussions of curriculum implementation in the digital era and informing teachers, schools, and education stakeholders as they plan technology-supported learning. Ultimately, the study supports the broader goal of creating equitable, adaptive, student-centered, and future-oriented elementary education for every learner in practice.

RESEARCH METHODS

The community service activity employed a participatory approach through training, mentoring, implementation, and evaluation stages. The activity aimed to strengthen teachers' capacity to integrate learning technology into the Independent Learning Curriculum at the elementary school level (Cornish et al., 2023; De Oliveira, 2023). The target participants were elementary school teachers who were directly involved in planning and implementing classroom learning. The activity began with an initial observation to identify teachers' needs, existing technology utilization, available infrastructure, and challenges encountered during technology-based learning.

The second stage involved training on selecting and using appropriate digital learning resources, platforms, and applications based on learning objectives and student characteristics. The training was followed by hands-on mentoring, in which teachers practiced designing technology-integrated learning activities and adapting digital resources to classroom needs. The next stage involved implementing the developed learning practices in classroom activities with continued assistance. This process encouraged teachers to apply the knowledge and skills gained during the training directly to their teaching practices.

The final stage involved an evaluation through observation, discussions, participant feedback, and a comparison of teachers' understanding and practical abilities before and after the activity. The evaluation focused on teachers' ability to select appropriate technology, integrate digital resources into learning activities, and use technology in accordance with students' characteristics and curriculum objectives. The evaluation results were used to identify areas for improvement, assess the activity's effectiveness, and develop follow-up strategies to support sustainable technology integration in elementary education.

RESULTS AND DISCUSSION

Results

Implementation of Learning Technology Integration in the Independent Learning Curriculum

Implementing learning technology integration in elementary schools showed that technology has become an important component in supporting the learning process within the Independent Learning Curriculum. The implementation was reflected in the use of digital devices, internet access, digital learning resources, and technology-supported learning activities. Technology utilization enabled teachers to provide learning materials in more varied formats, including images, videos, presentations, and interactive activities. These findings indicate that technology can support more flexible, student-centered, and engaging learning processes that are consistent with the principles of the Independent Learning Curriculum.

The implementation also showed that teacher competence was an important factor influencing the effectiveness of technology use. Teachers with stronger digital and pedagogical competencies were better able to select appropriate digital resources, design interactive learning activities, and adjust technology use to students' learning needs. However, several teachers still struggled to use digital applications and develop technology-based learning materials. Therefore, the results indicate that technology integration cannot rely solely on the availability of digital devices but also requires continuous teacher training, mentoring, and technical assistance.

In addition, the implementation demonstrated differences in technology utilization based on infrastructure availability and the school environment. Schools with adequate internet connections, digital devices, and administrative support were better able to implement technology-based learning activities consistently. Meanwhile, schools with limited infrastructure used technology less frequently and relied on simpler forms of digital learning. These findings demonstrate that successful technology integration requires not only technological facilities but also school-level management, teacher readiness, parental support, and continuous monitoring to ensure that technology contributes directly to learning objectives.

Supporting and Inhibiting Factors in the Implementation of Learning Technology

The results identified several supporting factors in the implementation of learning technology in elementary schools. The most important supporting factors included available technological infrastructure, school management support, teacher competence, appropriate digital learning content, and student motivation. Adequate internet connectivity and digital devices gave teachers more opportunities to access and use learning resources. Meanwhile, administrative support through training, provision of facilities, and technical assistance increased teachers' confidence in applying technology in classroom activities.

Another supporting factor was the development of digital learning content that was appropriate to students' characteristics. Learning materials presented through visual, audio, interactive, and project-based formats could make learning activities more attractive and encourage students to participate actively. Parental involvement also contributed to the effectiveness of technology-based learning, particularly when students continued learning activities at home. Collaboration among teachers, students, parents, and school management therefore became an important element in maintaining the continuity of technology-supported learning.

Nevertheless, several obstacles were identified during implementation. Limited teacher competence, unequal access to technological infrastructure, unstable internet connectivity, inadequate digital devices, and limited evaluation mechanisms remained major challenges. Differences between urban and rural schools also created unequal opportunities for students to benefit from digital learning. These findings suggest that technology integration requires a gradual, context-sensitive approach. Schools need to identify their specific needs and limitations before selecting technological applications or designing digital learning activities.

Table 1. Supporting and Inhibiting Factors in Learning Technology Integration

No.	Supporting Factors	Inhibiting Factors	Implication for PKM
1	Availability of digital devices and internet access	Limited devices and unstable internet connection	Provision of appropriate technological facilities
2	Teacher digital and pedagogical competence	Limited teacher skills in using digital applications	Continuous training and mentoring
3	Interactive and relevant digital learning content	Limited ability to develop digital materials	Development of simple and contextual digital content
4	School management and administrative support	Limited institutional support and planning	Strengthening school technology management
5	Student motivation and participation	Unequal digital literacy among students	Student-centered and differentiated learning activities
6	Parental and community involvement	Limited parental assistance at home	Strengthening school–family collaboration
7	Monitoring and evaluation	Evaluation of technology use is not yet systematic	Periodic monitoring and improvement of implementation

Table 1 summarizes the main supporting and inhibiting factors identified in implementing learning technology. The results show that infrastructure alone cannot guarantee successful technology integration. Teacher competence, appropriate digital content, school management, student readiness, parental involvement, and systematic evaluation also play important roles. From a PKM perspective, these findings provide a basis for designing intervention activities that go beyond providing technological equipment to include teacher training, mentoring, development of contextual learning materials, and continuous evaluation. Thus, the PKM program can address both technical and pedagogical aspects of technology integration in elementary education.

Strategies for Optimizing Learning Technology Integration to Support the Independent Learning Curriculum

The results indicate that optimization of learning technology should begin with strengthening teachers' digital and pedagogical competencies. Training and mentoring should focus not only on technical skills but also on integrating technology into learning objectives, teaching methods, assessment, and student activities. Teachers need encouragement to select technology based on learning needs rather than using it simply because it is available. With ongoing support, teachers can gradually develop the ability to design interactive, contextual, and student-centered learning activities.

The second strategy is to develop simple, accessible, and student-oriented digital learning content. Digital materials should consider students' developmental characteristics and may include videos, images, interactive presentations, digital worksheets, educational games, and project-based activities. Technology selection should also consider each school's conditions. In schools with limited internet access, teachers can utilize offline digital materials and low-bandwidth applications. This adaptive strategy helps ensure technology integration remains feasible and does not increase inequality between schools with different levels of technological readiness.

The third strategy involves strengthening collaboration, monitoring, and sustainability. Technology integration requires cooperation among teachers, school principals, parents, communities, and relevant educational stakeholders. Schools should conduct regular monitoring and evaluation to assess technology usefulness, teacher implementation, student participation, and learning outcomes. The PKM program can therefore be implemented through a cycle of training, practice, mentoring, evaluation, and follow-up improvement. This approach enables schools to gradually develop an

internal capacity to manage learning technology and sustain its use in accordance with the objectives of the Independent Learning Curriculum.

Discussion

This study's findings indicate that the integration of learning technology in the Independent Learning Curriculum is influenced by the interaction among technological infrastructure, teacher competence, digital learning content, school management, student readiness, and parental involvement. This finding is consistent with Naqach & Chaouki (2023), who identified infrastructure, teacher competence, and digital learning content as three essential components of technology integration. The present findings further support Fadhli et al. (2023), who reported that the availability of basic technological infrastructure contributes to the implementation of digital learning in elementary schools. Similarly, Kosim and Sari (2024) found that adequate technological infrastructure can improve learning effectiveness, particularly in addressing students' learning difficulties. However, this study's findings emphasize that infrastructure alone does not guarantee effective implementation. Technology becomes meaningful when it is paired with teachers' pedagogical capacity and learning content that matches students' characteristics. This reinforces the view that technology should function as a pedagogical instrument rather than merely as an additional learning facility.

Teacher competence emerged as another central finding. Teachers with stronger digital and pedagogical competencies were better able to select appropriate applications, develop interactive learning materials, and adapt technology to students' learning needs. This finding aligns with Heath et al. (2022), who reported that many teachers still require intensive training to use educational technology effectively, and with Asrani (2024), who found a positive relationship between teachers' digital competence and student learning outcomes. The findings also support Arifin et al. (2026), who emphasized the importance of training and mentoring in strengthening teachers' capacity to use technology for educational purposes. Nevertheless, this study extends previous findings by demonstrating that teacher training should not be limited to operational or technical skills. From a pedagogical perspective, teachers also need to understand how technology can support student-centered learning, differentiated instruction, collaboration, assessment, and feedback. Therefore, teacher readiness should be understood as an integration of technical competence, pedagogical competence, and the ability to make contextual decisions regarding technology use.

The study also found that digital learning content and student characteristics strongly influenced the effectiveness of technology integration. Interactive content involving visual, audio, simulation, or project-based activities was perceived as more likely to encourage student participation and motivation. This finding is consistent with Shaputra (2026), who emphasized that effective digital learning content should be active, interactive, and meaningful, and with Rozi et al. (2026), who found that multimedia-based digital content can increase students' learning motivation. This finding also aligns with Peláez-Fernández et al. (2021), who argued that technology-based learning should consider children's psychological and cognitive development. Theoretically, these findings strengthen the principle that technology integration should be guided by pedagogical appropriateness rather than technological sophistication. In practice, teachers should prioritize simple, accessible, and meaningful digital resources that match students' developmental levels and learning objectives. Thus, technology's effectiveness depends more on the quality and relevance of its pedagogical use than on the technology's complexity.

Another important finding concerns unequal access to technology and differences in implementation between schools. Schools with better infrastructure, stable internet connectivity, and stronger managerial support implemented technology-based learning more consistently, whereas schools with limited resources faced greater difficulties. This finding supports Mundir et al. (2022), who identified the digital divide between urban and rural areas as a major barrier to technology-based learning. It also corresponds with Hidayat & Thoha (2026), who reported differences in technological access between urban and rural elementary schools. However, the present study indicates that the digital divide should not be understood solely as a problem of physical access. It also involves differences in teacher competence, school management, parental support, and students' digital readiness. The practical implication is that technology policies should take an adaptive, context-sensitive approach. Schools with limited infrastructure can begin with low-cost, offline, or low-bandwidth technologies, while schools with stronger infrastructure can develop more advanced forms of digital learning. This approach may contribute to more equitable implementation of the Independent Learning Curriculum.

The findings also show that school leadership, parental involvement, monitoring, and collaboration are essential to sustaining technology integration. This result aligns with Manshur (2024), who emphasized the importance of clear school policies and managerial support, and with Sutisna and Widodo (2023), who found that parental involvement can strengthen technology-based learning at home. The findings also support Sari & Adeoye (2025), who highlighted the importance of systematic monitoring in improving the quality of technology implementation. These findings have both theoretical and practical implications. Theoretically, they reinforce an ecological understanding of educational technology in which successful implementation depends not on teachers and technology alone, but on the interaction among school, family, and community systems. Practically, schools need to establish continuous monitoring and evaluation mechanisms covering technical implementation, pedagogical quality, student participation, and learning outcomes. Collaboration among teachers, principals, parents, and community stakeholders is therefore necessary to create an environment in which technology can be used responsibly, effectively, and sustainably.

This study's main contribution is an integrated understanding of learning technology implementation within the Independent Learning Curriculum at the elementary school level, particularly from the perspective of PKM-based educational intervention. Rather than treating technology as merely a digital tool, the findings show that effective integration requires stronger infrastructure, teacher competence, contextual digital content, school management, student participation, parental support, and continuous evaluation. This contribution offers a practical framework for PKM programs by proposing an intervention cycle of teacher training, guided practice, development of contextual digital materials, implementation, monitoring, and follow-up mentoring. Theoretically, the study contributes to the understanding that technology integration is a multidimensional process combining technological, pedagogical, organizational, and social dimensions. Practically, the findings can serve as a reference for schools and educational stakeholders in designing realistic, equitable, student-centered, and sustainable technology integration strategies, thereby strengthening the achievement of the Independent Learning Curriculum.

CONCLUSION

The findings indicate that successfully integrating learning technology into the Independent Learning Curriculum in elementary schools depends on adequate

infrastructure, teachers' digital and pedagogical competencies, relevant learning content, supportive school policies, and active parental participation. The main barriers include limited technological facilities, unequal digital access between urban and rural schools, insufficient teacher competence, limited availability of quality digital content, and inadequate understanding of curriculum integration. These findings have practical implications for schools and communities by demonstrating the importance of strengthening technological capacity through teacher training, contextual digital content development, equitable access to technology, and continuous monitoring and evaluation. Schools, parents, communities, and government institutions should strengthen collaboration to establish sustainable and inclusive technology-based learning ecosystems. PKM initiatives should be continued through periodic mentoring, evaluation, and capacity-building programs tailored to local conditions. Future research and community engagement should examine the long-term impact of technology integration on student learning outcomes, digital literacy, teacher competence, and educational equity across different geographical and socioeconomic contexts.

ACKNOWLEDGMENT

The authors sincerely thank the elementary school community, teachers, parents, and educational stakeholders for supporting this community service program. They also thank all participants for their active involvement, valuable cooperation, and constructive feedback, which contributed significantly to the program's successful implementation and completion.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

AI was used solely to assist with language translation and copyediting for readability. All research content, analytical findings, and conclusions remain the exclusive responsibility of the authors.

REFERENCES

- Arifin, M., Hamid, A., Nuraini, F., & et al. (2026). Optimizing Student Guidance and Counseling as a Solution for Strengthening Character at Nurul Jadid Islamic Boarding School. *Al-Muallif: Journal of Islamic Education*. <https://journal.risetmandiri.com/index.php/almuallif/article/view/36>
- Asrani, A. (2024). Teacher Career Management Transformation: Enhancing Professional Growth Through Digitalization. *Journal of Educational Management Research*, 3(2), 225–240.
- Baba-Nalikant, M., Abdullah, N. A., Husin, M. H., Syed-Mohamad, S. M., Mohamad Saleh, M. S., & Rahim, A. A. (2023). The Relationship Between Knowledge, Attitudes, Values, and Technology in Promoting Zero-Waste Pro-Environmental Behaviour in a Zero-Waste Campus Framework. *Recycling*, 8(2), 40. <https://doi.org/10.3390/recycling8020040>
- Badriyah, N. (2025). Elementary Madrasah Teachers' Perceptions of the Seamless Learning Model. *JETech: Journal of Education and Technology*, 1(1), 1–9.

- Baharun, H. (2024). Management of Teaching Personnel in Improving the Quality of Education: A Case Study at Muhammadiyah 1 Besuki Integrated Elementary School. *Proceeding of International Conference on Education, Society and Humanity*, 2(2), 1428–1434.
- Bukhori, I., & Zahro, F. (2025). Enhancing Madrasa Teacher Mindfulness Through Organizational Culture. *Journal of Innovation in Educational and Cultural Research*, 6(2), 253–261. <https://doi.org/10.46843/jiecr.v6i2.1825>
- Cornish, F., Breton, N., Moreno-Tabarez, U., Delgado, J., Rua, M., de-Graft Aikins, A., & Hodgetts, D. (2023). Participatory Action Research. *Nature Reviews Methods Primers*, 3(1), 34. <https://doi.org/10.1038/s43586-023-00214-1>
- De Oliveira, B. (2023). Participatory Action Research as a Research Approach: Advantages, Limitations and Criticisms. *Qualitative Research Journal*, 23(3), 287–297. <https://doi.org/10.1108/QRJ-08-2022-0101>
- DeCoito, I., & Briona, L. K. (2023). Fostering an Entrepreneurial Mindset Through Project-Based Learning and Digital Technologies in STEM Teacher Education. In *Enhancing Entrepreneurial Mindsets Through STEM Education* (pp. 195–222). Springer. https://doi.org/10.1007/978-3-031-17816-0_9
- Fadhli, R., Suharyadi, A., Firdaus, F. M., & Bustari, M. (2023). Developing a Digital Learning Environment Team-Based Project to Support Online Learning in Indonesia. *International Journal of Evaluation and Research in Education*, 12(3), 1599–1608. <https://doi.org/10.11591/ijere.v12i3.24040>
- Hamid, A. R. T. (2025). Implementation of Love-Based Curriculum in the Formation of Islamic Character of Students at Madrasah Tsanawiyah. *Qoumun: Journal of Social and Humanities*. <https://jurnal.kayaswara.com/index.php/qoumun/article/view/134>
- Hasanah, M., Agus R, A. H., Rofiqi, Ayuba, J. O., & Rozi, F. (2025). The Effect of Customer Experience and e-WOM on Increasing the Number of Students. *Al-Fikru: Jurnal Pendidikan dan Sains*, 6(1), 12–20.
- Heath, M., Asim, S., Milman, N., & Henderson, J. (2022). Confronting Tools of the Oppressor: Framing Just Technology Integration in Educational Technology and Teacher Education. *Contemporary Issues in Technology and Teacher Education*, 22(4), 754–777.
- Hidayat, F. N., & Thoha, A. M. (2026). The Implementation of Child-Friendly Education in the Learning Environment of Elementary-Age Santri in Islamic Boarding Schools. *Jurnal Pendidikan Agama Islam*. <https://journal.uniga.ac.id/index.php/JPAI/article/view/43461>
- Kuk, A., Guskowska, M., & Gala-Kwiatkowska, A. (2021). Changes in Emotional Intelligence of University Students Participating in Psychological Workshops and Their Predictors. *Current Psychology*. <https://doi.org/10.1007/s12144-018-0115-1>
- Lozano-Pena, G., Saez-Delgado, F., Lopez-Angulo, Y., & et al. (2021). Teachers' Social-Emotional Competence: History, Concept, Models, Instruments, and Recommendations for Educational Quality. *Sustainability*, 13(21), 12142. <https://doi.org/10.3390/su132112142>
- Manshur, U. (2024). Implementation of Inclusive Education Curriculum in Secondary Schools. *Journal of Social Work and Science Education*, 2(2)(02), 1204–1207.

- Masdul, M. R., Tang, M., & Alwalid, M. A. (2026). Moderation-Based Islamic Character Education Integrated into the Elementary School Curriculum. *Asian Journal of Islamic Education*. <https://doi.org/10.35723/ajie.v10i2.346>
- Maulana, M. Z., Mannan, A. F., Shulhani, R., Baharun, H., & Supardi, S. (2025). Integrating Technology-Based Public Relations to Improve Brand Identity in Islamic Boarding Schools. *Journal of Asian Islamic Educational Management (JAIEM)*, 3(1), 9–16. <https://doi.org/10.53889/jaiem.v3i1.586>
- Mundir, A., Baharun, H., Soniya, S., & Hamimah, S. (2022). Childhood Behavior Management Strategy Based on Fun Learning Environment. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 2583–2595. <https://doi.org/10.31004/obsesi.v6i4.2063>
- Naqach, T.-Y., & Chaouki, F. (2023). Exploring the Power of Psychological Empowerment in Boosting Workforce Agility in SMEs. *International Journal of Accounting, Finance, Auditing, Management and Economics*, 4(5-2), 1–21.
- Peláez-Fernández, M. A., Mérida-López, S., & et al. (2021). Managing Teachers' Job Attitudes: The Potential Benefits of Being a Happy and Emotional Intelligent Teacher. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2021.661151>
- Putri, K. A. A. K., & Dewi, N. L. P. E. S. (2025). The Impact of Experiential Learning on Student Engagement and Outcomes: A Case Study in a National School of Bali, Indonesia. In *6th International Conference on Education and Social Sciences (ICESS 2024)* (pp. 278–291). https://doi.org/10.2991/978-2-38476-392-4_21
- Qodriyah, K., & Asfiyah, H. (2025). Learning to Live Together: How Does Multicultural Education Build Religious Tolerance in Fakfak, West Papua? *MANAZHIM: Jurnal Manajemen dan Ilmu Pendidikan*, 7(2), 178–198. <https://doi.org/10.36088/manazhim.v7i2.5847>
- Ridho, I. M., Wibowo, M. K. B., & Abbas, N. (2026). The Role of Islamic Education Teachers in Preventing Bullying Behavior. *Al'ulum Jurnal Pendidikan Islam*. <https://doi.org/10.54090/alulum.916>
- Ridwan, Narawaty, T., Karwati, U., Sukmayadi, Y., & Nikawanti, G. (2020). Art and Culture in Character Education. *International Conference on Elementary Education*, 2(1), 1292–1297. <http://proceedings.upi.edu/index.php/icee/article/view/749>
- Rohmah, S. N., Wahyono, I., & Fatimah, N. (2026). Construction of Students' Religious Experience Through Islamic Character Building Program. *Jurnal Al-Murabbi*. <https://jurnal.yudharta.ac.id/v2/index.php/pai/article/view/6977>
- Rohmatillah, L., & Jannah, U. Q. (2024). Challenges for Future Teachers in Inclusive Schools. *Proceeding of International Conference on Education, Society and Humanity*, 2(2), 1153–1166.
- Rozi, M. F., Maskuri, M., Ghoni, D., & et al. (2026). Multicultural Islamic Education Model Based on Salaf Tradition in Islamic Boarding School. *Asian Journal of Research in Education*. <http://ejournal.bumipublikasinusantara.id/index.php/ajores/article/view/981>
- Safitri, S. D. (2024). Character Management in Crisis: Implementation of Five Day in Ma'had as a Social Care Solution in Elementary Madrasah. *JUMPA: Jurnal Manajemen Pendidikan*, 5(1), 57–68. <https://doi.org/10.33650/jumpa.v5i1.9321>
- Santos, G. G. (2016). Career Barriers Influencing Career Success: A Focus on Academics' Perceptions and Experiences. *Career Development International*, 21(1), 60–84. <https://doi.org/10.1108/CDI-03-2015-0035>

- Sari, K. W., & Adeoye, M. A. (2025). Creating New Spaces That Foster Students' Emotional Well-Being: Breakthrough Strategies in Curriculum Management Based on Mental Health. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 10(1), 231–245. <https://doi.org/10.31538/ndhq.v10i1.118>
- Shaputra, M. N. (2026). [Title information incomplete in the provided reference]. *Catalyst: Journal of Transformative Education*. <https://ojs.luminaryedu.org/index.php/Catalyst/article/view/11>
- Sposato, M. (2024). Leadership Training and Development in the Age of Artificial Intelligence. *Development and Learning in Organizations: An International Journal*, 38(4). <https://doi.org/10.1108/DLO-12-2023-0256>
- Sulistiyani, S., Rinawati, A., & et al. (2026). Strengthening Students' Religious Character: Case Study in Public Islamic Elementary School. *International Journal of Islamic Education Research*. <https://ejournal.arfahbhmsfoundation.com/index.php/IJIER/article/view/165>
- Tamba, N. (2026). Strengthening Digital Religious Character: A Conceptual Framework for Islamic Religious Education Teachers to Address Religiously Motivated Cyberbullying. *Islamic Studies and Education Journal*. <https://jurnal.suriaacademicpress.com/index.php/ISEJ/article/view/148>