

Quality Culture Innovation in Urban Islamic High Schools: Integration of Stakeholder Participation and Global Perspectives

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Abstract. Islamic education in urban high schools faces unique challenges and opportunities amid global dynamics and local cultures. This journal aims to explore how innovation in quality culture within urban high schools can leverage cultural and global perspectives to enhance educational quality. Employing a literature review approach, this study integrates findings from various research related to multicultural education, service quality, and innovation in Islamic education. Through a comprehensive review of policies, practices, and educational models implemented in urban high schools, this study identifies key strategies for integrating local values with global demands. The research also analyzes the impact of cultural quality innovations on educational quality and stakeholder satisfaction, including students, parents, and educators. By reviewing current literature and relevant theories, this article provides deep insights into how urban high schools can adopt innovative approaches to improve educational quality while maintaining local cultural relevance in a global context.

Keywords. Cultural Quality Innovation; Stakeholders; Islamic; Urban High Schools; Global Perspectives

A. INTRODUCTION

An inclusive and high-quality educational environment is crucial in the dynamic and complex urban context. Managing educational quality in this setting requires careful and innovative strategies. Cultural quality innovation, particularly in Islamic education, is key to addressing the challenges of globalization and rapid local developments. Successfully integrating local values with global principles can enhance a school's competitiveness internationally, making it relevant and competitive (Campione & Famolaro, 2018), (Damanik et al., 2021). In the era of globalization, multicultural education responds to the increasing cultural diversity in education. Professional development in multicultural education, as a strategy to align curriculum and teaching practices with students' cultural diversity, is essential (Abacioglu et al., 2022), (Abdolkarimi, 2021), (Al-Shanawani, 2019). This study emphasizes the importance of integrating local values with global principles in Islamic education to ensure curriculum and methodology relevance amidst globalization challenges.

However, effective innovation requires key stakeholder participation. Stakeholders, including teachers, parents, local communities, and policymakers, play a crucial role in implementing and evaluating innovations in education. Their active participation can facilitate curriculum adaptation to better meet local and global needs and support effective innovation strategies. Constructive stakeholder involvement ensures that implemented innovations align with expectations and needs, enhancing the effectiveness and

sustainability of changes (Agboola et al., 2023), (Alaloul, 2020), (Amorelli & García-Sánchez, 2020).

Educational service quality, especially in secondary education, requires consistent quality standards across contexts (Abbasi-Moghaddam & ..., 2019), (Abreu et al., 2021), (Brenner et al., 2020). Evidence-based approaches and continuous evaluation are crucial for improving educational quality. In the context of moderate Islamic education, curriculum and methodological innovations can serve as tools against radicalization and enhance student engagement (Alam, 2020). Alam's research highlights how adaptive curricula and modern technology can create environments that support students' character and academic development.

Given the rapid changes due to technological advances and social developments, exploring innovations in curriculum, teaching methodologies, and resource management is essential. Technology-based approaches and adaptive methodologies can enhance learning effectiveness and student engagement (Smith, 2020). These innovations should be viewed as integral components of educational management strategies in urban environments.

This study aims to explore the integration of cultural quality innovations in Islamic education within urban settings, emphasizing stakeholder participation as a key factor in innovation implementation. The primary focus is on how such innovations can be practically implemented to address specific challenges in large urban high schools. This research will examine how curriculum adjustments and teaching methodologies can reflect both local and global values and how resource management can be optimized through active stakeholder involvement. Challenges faced by Islamic high schools in metropolitan areas include high competitive pressures, broad cultural diversity, and community expectations at both local and international levels. Conversely, high schools in mid-sized cities face resource limitations, access to technology, and professional networks (Nasr-Azadani et al., 2022), (Ark-Yıldırım, 2017), (Arku et al., 2020). This study will adopt an in-depth literature review approach, analyzing recent theories and practices related to cultural quality innovation and stakeholder participation in Islamic education. It is hoped that this research will provide new insights into best practices for cultural quality innovation in urban high schools and offer practical guidance for educators and policymakers in addressing modern educational challenges.

Overall, this study aims to make a significant contribution to the development of knowledge about cultural quality innovation and the role of stakeholder participation in Islamic education within urban environments. Through a comprehensive literature review, this research aims to provide practical insights that can help address the complex challenges of modern education.

B. METHOD

The method used in this study is a literature review following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Page et al., 2021; Selcuk, 2019) and systematic review standards from Campbell Collaboration (The Campbell Collaboration, 2020). Bibliographic analysis was conducted using VOSViewer software.

Search Strategy

This study aims to obtain relevant and comprehensive research on developing teacher or educator creativity. Literature searches were based on internationally reputable journal sources. The article search was conducted in January 2024 using the ScienceDirect, Emerald, and Springer Link databases with keywords. The keywords used are "quality of

culture," "organizational culture," "participation management," and "school stakeholder." Keywords were searched in article titles, abstracts, and keywords used in the articles. Article selection was facilitated using Zotero software for easier management (Reis et al., 2022). The selection process is depicted in Diagram 1 below.

Bibliographic Data Analysis

Data obtained in the form of metadata from searches in ScienceDirect, Emerald, and Springer Link databases were managed using Zetero software. Metadata was used for bibliographic analysis with VOSViewer software, analyzing publication frequency and citations related to educator creativity and creative teaching. VOSViewer analyzes using distance-based approaches visualized by bibliometric networks (Waltman et al., 2010)

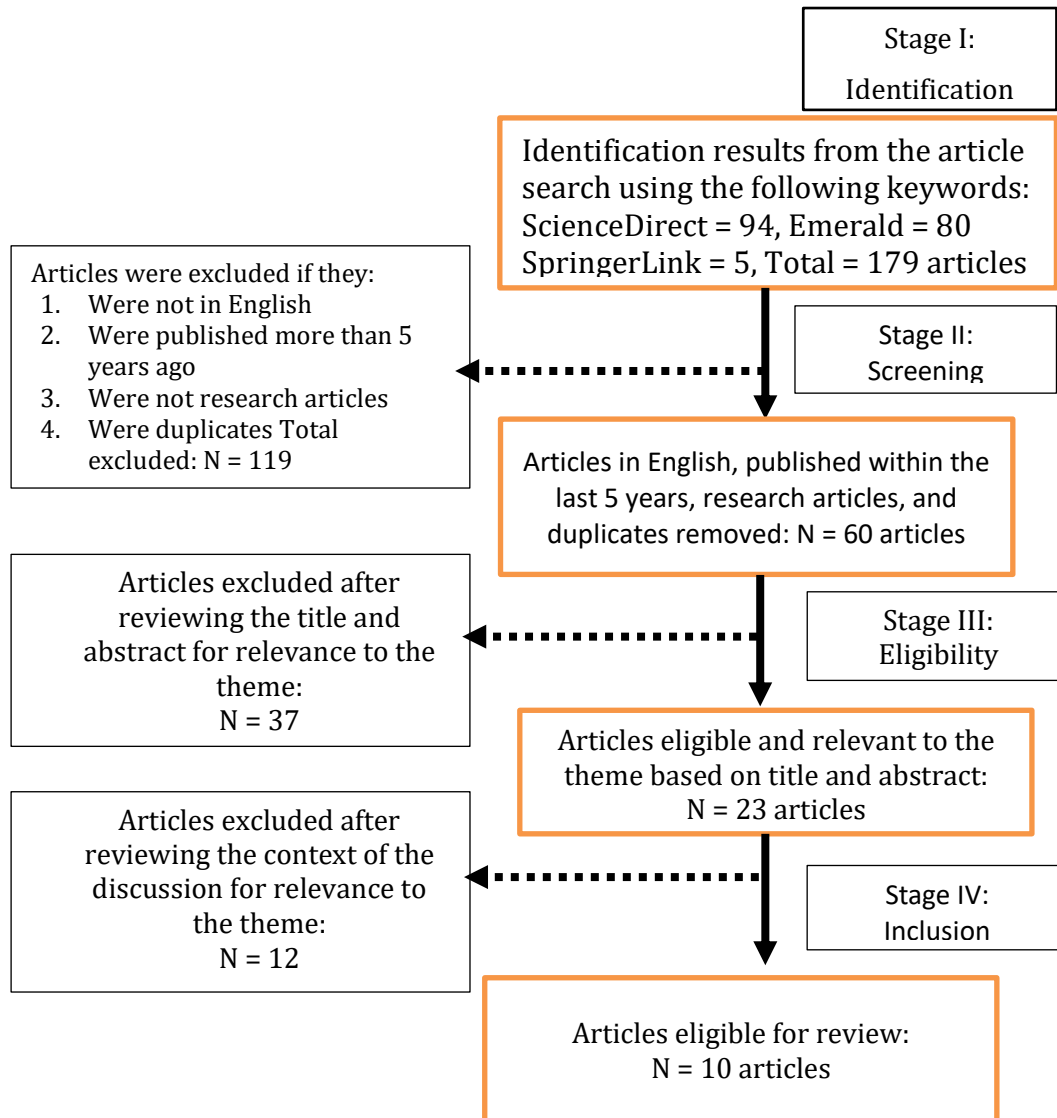


Figure 1. PRISMA flowchart of literature selection stages.

C. RESULTS & DISCUSSION

Research Results

The selection process for articles was conducted with the criteria of publication between 2019 and 2023, specifically research articles, written in English, and meeting the evaluation criteria set by the researchers. This selection process resulted in 10 articles being reviewed. The selection process protocol is depicted in the PRISMA flow diagram (Page et al., 2021) in Figure 1. The research locations of these 10 articles are as follows: USA (2), South Africa (1), Brazil (1), Spain (1), Nigeria (1), Finland (1), India (1), and Turkey (1). The results of the review are presented in Table 1 below.

Table 1. Results of the review of 10 selected articles

Table 1. Results of the Review of 11 Selected Articles

NO	Author, Country, journal	Journal title	Method	Findings
1	(Akwanalo et al., 2019) Moi University, Eldoret, Kenya Global Heart	Strategies for Effective Stakeholder Engagement in Strengthening Referral Networks for Management of Hypertension Across Health Systems in Kenya. Moi University	This study uses a descriptive qualitative approach.	SThe main stakeholders involved in policy formulation, service provision, or consumption include: The aim of this study is to identify and engage the key stakeholders involved in patient referral within quality improvement efforts at the Ministry of Health, Western Kenya. The identified main stakeholders are the Ministry of Health, Academic Models Providing Access to Healthcare Services, healthcare professionals, the community and leadership, and patients. Engaging these stakeholders generates permission to contact research within the jurisdiction and facilitates collaboration in updating care protocols with a focus on timely and accurate referrals.
2	(Bezerra et al., 2023) Moore Center for Science, USA Science of The Total Environment.	Stakeholder engagement and knowledge co-production for better watershed management with the Freshwater Health Index	This study employs qualitative research through a multi-case study approach.	Key insights include the importance of aligning projects with existing water management schemes and the necessity of establishing sustainability plans that empower stakeholders to remain engaged beyond the project's duration. Our evaluative framework can serve as a checklist for designing and monitoring location-based sustainability research projects more broadly. This approach fosters close collaboration among stakeholders, which contributes to continuous quality improvement..
3	(Bongani Thulani Gamede, 2021). University of South Africa South African Journal of Education.	<i>Review of the Impact of Stakeholder' Participation in Rural School Education.</i>	This research uses a review method by examining relevant literature.	Reviewing the impact of stakeholder participation in rural school education involves examining how various groups, such as parents, community members, teachers, and government officials, contribute to and influence educational outcomes and student experiences in rural areas. Specific stakeholder roles must be clearly defined, and each stakeholder should be monitored to ensure active performance. Additionally, periodic workshops should be held for rural education stakeholders to educate them about their roles and motivate them to meet expectations.
4	(Bulhões et al., 2022) Universidade	International Journal of Child Care and Education	Shifting the management model of Brazilian	This study employs a quantitative method. Among the primary advantages demonstrated are the contributions to reducing bureaucracy in administration and providing more

	do Estado Rio de Janeiro Brazil	Policy	health services: perceptions of major stakeholder on the participation of the private sector in public hospital administration	freedom in managing physical, financial, and human resources. This study contributes to moving beyond political-ideological discussions about private sector participation in constitutionally guaranteed public services, presenting the perspective of administrators in Brazil, which has not been extensively explored in recent literature. Overall, perceptions of private sector involvement in the management of public hospitals vary among stakeholders. Some view it as a potential solution to improve healthcare delivery, while others express concerns about its potential negative impacts on access, quality, and equity in healthcare services.
	Cadernos de Saúde Pública.			
5	(Burgos-Ayala et al., 2022) Universidad Autónoma de Madrid, Spain.	Lessons learned and challenges for environmental management in Colombia: The role of communication, education and participation strategies	A quasi-experimental study uses a pretest-posttest design to compare intervention and control groups.	This study analyzes key features and types of CEPA (communication, education, and participation strategies). There is a need to enhance and improve educational strategies in conservation projects to facilitate critical and reflective decision-making and encourage broader stakeholder engagement in the process. The impact of stakeholder participation in rural school education can be significant, contributing to improved academic outcomes, stronger school-community relationships, and greater equity in educational opportunities.
	Journal of Environmental Management.			
6	(Ibidunni et al., 2023) Chrisland University, Abeokuta, Ogun State, Nigeria.	Journal of Creativity	This study adopts a descriptive design and PLS-SEM analysis.	Overall, managing quality from a higher education research perspective requires a concerted effort from various stakeholders, including faculty, researchers, administrators, funding agencies, and policymakers. Implementing total quality management, particularly through various tools, values, and methodologies, will be beneficial for improving higher education research outcomes. By prioritizing quality, promoting best practices, and fostering a culture of excellence, institutions can ensure that their research outcomes make meaningful contributions to knowledge creation and societal advancement.
	Quality in Higher Education.			
7	(Kujala et al., 2022a) Tampere University.	Stakeholder Engagement: Past, Present, and Future	This study uses a literature review	The goal of this article is to clarify the construct of stakeholder engagement to reveal the full potential of stakeholder engagement research, complementing the current understanding with the often-overlooked darker aspects of stakeholder engagement. Stakeholder engagement has evolved significantly over time, reflecting societal value changes, technological advancements, and organizational priorities.
	Journal of Business Ethics.			

				The future of stakeholder engagement is likely to be marked by greater inclusivity, transparency, and responsiveness to diverse stakeholder needs and concerns. Organizations embracing these principles will be better positioned to build trust, mitigate risks, and foster sustainable value creation.
8	(Kwatra et al., 2021). University of Delhi, India Journal of Environmental Management.	Stakeholder participation in prioritizing sustainability issues at regional level using analytic hierarchy process (AHP) technique: A case study of Goa, India	This study uses descriptive qualitative methods with case studies.	Stakeholder participation in prioritizing sustainability issues at the regional level using the Analytic Hierarchy Process (AHP) technique: A case study of Goa, India. This study proposes and tests a methodology applicable at the regional scale to assess and prioritize key sustainability issues so that policymakers can make informed decisions.
9	(Nasr-Azadani et al., 2022) Ennsylvania State University, USA. Environmental Science & Policy.	<i>Is the rapid development of visualization techniques enhancing the quality of public participation in natural resource policy and management? A systematic review.</i>	Research approach in literature studies.	This study uses a literature review that employs visualization to display the landscape for participatory planning. The rapid development of visualization techniques has indeed enhanced the quality of public participation in policy and natural resource management. Visualization techniques such as interactive maps, data dashboards, 3D modeling, and virtual reality simulations enable stakeholders to better understand complex environmental data and scenarios. Therefore, this research recommends investigating the competency levels of participants before designing visualization products to avoid unnecessary resource expenditure while achieving better outcomes.
10	(Demirtaş & Batdal Karaduman, 2021), Turki BMC Health Services Research.	Thinking Skills and Creativity	This study uses content analysis with a deductive approach.	Understanding these experiences can help practitioners design more effective social media-based engagement activities. Overall, the use of social media as a tool to design and enhance healthcare quality can improve stakeholder engagement, facilitate communication and collaboration, and provide valuable insights for optimizing service delivery and improving health outcomes. Stakeholder experiences in using social media to design and enhance healthcare quality can vary depending on factors such as their objectives, target audiences, and levels of engagement.

Bibliographic Analysis Results Using VOSViewer

The results of the metadata co-occurrence keyword analysis of articles using VOSViewer software are visualized in Figure 2 below.

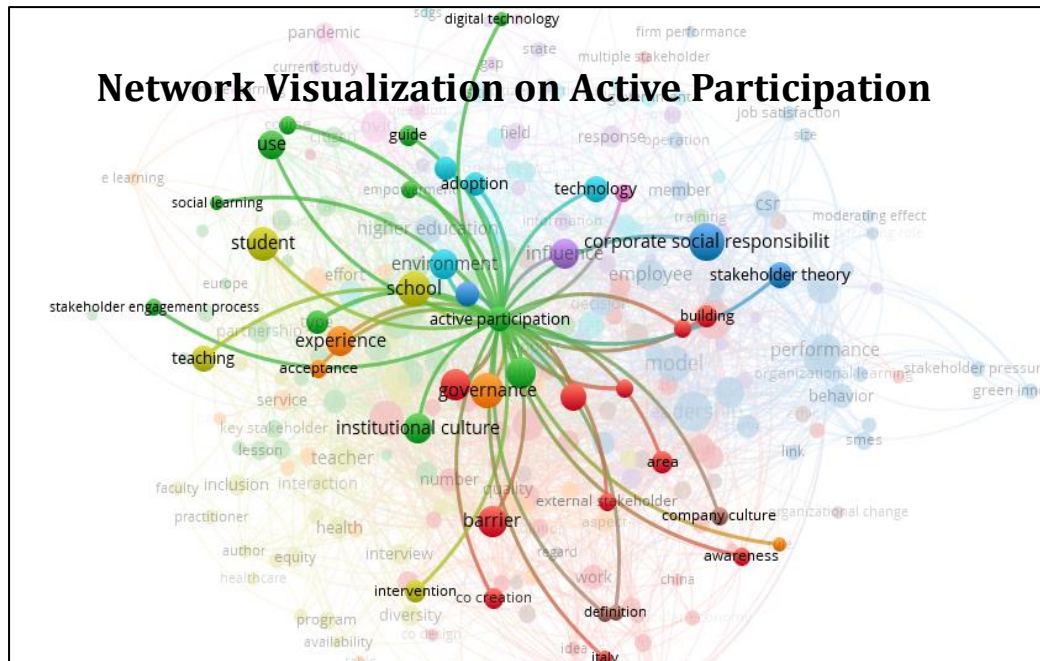
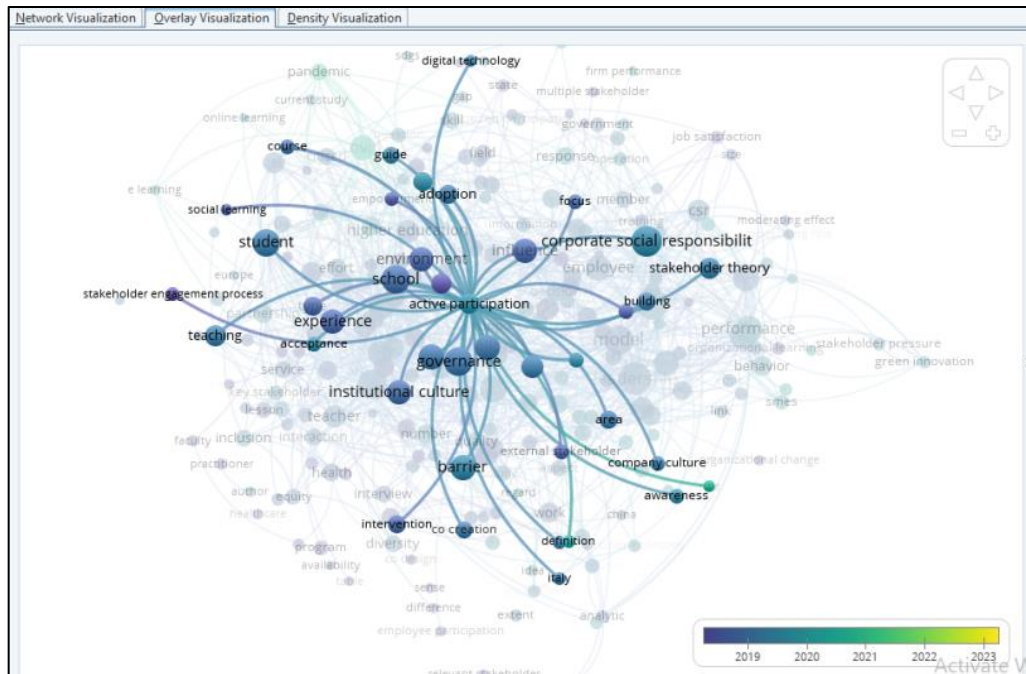


Figure 2. Network Visualization

Based on the analysis, research on the topic of stakeholder management, indicated in red, shows that there is already a substantial amount of research on this topic. However, the network visualization indicates that it is still worth discussing when stakeholder management is linked to the topic of active participation, which is depicted in green, suggesting potential for further research. Topics closely related to the keywords include Institutional Culture (green), Stakeholder Theory (blue), and Stakeholder Engagement Process (green). Figure 1.3 displays the bibliometric analysis results in the form of Network Visualization related to the keyword Institutional Culture. The researcher aims to explore how this keyword network relates to other themes of interest. The analysis shows that research on Institutional Culture is closely related to the theme of school due to its proximity and the small size of its representation in green. Additionally, Figure 1.3 shows that research on Institutional Culture has been relatively scarce between 2019 and 2024.

The bibliometric analysis of active participation using VOSViewer confirms that "participation" and "organizational culture" have been extensively studied globally, with these themes being connected to many other themes. This indicates that this research is not novel. The following is a bibliometric analysis in the form of Overlay Visualization for the topic of Active Participation:



According to the overlay network visualization from VOSViewer, there are themes or topics depicted in dark colors, indicating that these themes have not been extensively researched in relation to the theme of school. This is similarly true when linked to stakeholder management, including active participation, stakeholder management, external stakeholders, and citizen participation, among others. Some of these topics will be included in this research.

1. Innovation in Curriculum and Stakeholder Involvement

Innovation in curriculum and teaching methodologies in integrated Islamic schools can significantly enhance educational quality by involving various stakeholders. For example, emphasizing the importance of stakeholder involvement in the planning and evaluation of educational projects ensures sustainability and effectiveness (Bezerra et al., 2023). In the educational context, curriculum innovation that incorporates input from teachers, parents, and the community can create learning experiences that are more relevant and responsive to student needs. Innovative teaching methodologies, such as the use of technology and project-based approaches, can facilitate active student engagement and improve learning outcomes. This aligns with findings that stakeholder involvement in educational policy formation improves education quality through adjustments that meet local needs (Akwanalo et al., 2019).

2. Cultural and Global Perspectives

From cultural and global perspectives, educational innovation must consider cultural diversity and local contexts. Research shows that effective communication, education, and participation strategies can strengthen stakeholder involvement in educational projects, which is crucial in the context of globalization and urbanization (Burgos-Ayala et al., 2022).. Additionally, inclusive and transparent stakeholder engagement can enhance trust and collaboration, essential for cultural adaptation in curriculum development (Kujala et al., 2022b). By understanding diverse cultural perspectives and involving various stakeholders in the innovation process, schools can create curricula that are more inclusive and responsive to both global and local needs.

3. Impact of Innovation on Urban Islamic Education

Innovation in Islamic education, particularly in urban settings, has a significant impact on educational quality and family decisions. For instance, integrated quality management can

enhance research outcomes in educational institutions, applicable in the context of Islamic education (Ibidunni et al., 2023). Innovations such as integrating Islamic values into the curriculum and using modern teaching methods can make integrated Islamic schools more appealing to urban families seeking high-quality education. This is consistent with findings that the use of technology and social media can increase stakeholder engagement and communication (Walsh et al., 2022), contributing to improved educational service quality. By leveraging these innovations, Islamic schools can attract urban families looking for education that aligns with their values while meeting high educational standards.

Discussion

1. Innovation in Curriculum and Teaching Methodology

Innovation in the curriculum and teaching methodology in urban high schools plays a crucial role in shaping relevant and high-quality Islamic education. One prominent innovation is the integration of technology with Islamic values, which not only enriches the curriculum but also provides a more interactive and dynamic learning experience. Technologies such as learning apps and e-learning platforms facilitate broader access to information and enhance student engagement in the learning process (Ginting & Hasanuddin, 2020). This integration emphasizes the importance of collaboration between technology and ethical values in Islamic education, producing students who are both intelligent and character-driven.

Another innovative approach, such as project-based learning, has proven effective in enhancing students' critical and analytical skills. This approach allows students to connect theory with practice, thereby deepening their understanding of the subject matter. In the context of Islamic education, this method can be adapted to align teaching with moral and ethical values (Herman et al., 2023). Implementing such dynamic teaching methodologies prepares students to face global challenges with a strong foundation in Islamic values.

A curriculum that is responsive to global issues, such as sustainability and inclusivity, also forms a critical part of educational innovation. A curriculum designed to integrate Islamic ethical principles with global issues prepares students to contribute positively to global society while maintaining their Islamic identity. This highlights the importance of combining global insights with local values, enabling students to understand global challenges without neglecting their cultural roots (Ucan & Wright, 2019), (Ali, 2020), (Brocklehurst, 2021).

Teachers, who are at the forefront of implementing educational innovations, play a crucial role in the success of any educational reform or initiative. Therefore, it is imperative that they receive continuous training to stay updated with the latest technological advancements and teaching methodologies. The significance of such training programs for teachers cannot be overstated, as they are essential in equipping educators with the necessary skills and knowledge to effectively integrate innovative tools and strategies into their classrooms (Ginting & Hasanuddin, 2020). By participating in ongoing professional development, teachers not only enhance their own competencies but also contribute to creating a more relevant and high-quality learning environment for their students. This, in turn, leads to improved educational outcomes, as well-trained teachers are better equipped to meet the diverse needs of their students and adapt to the ever-evolving demands of modern education. In this way, continuous training for teachers is not just an investment in their professional growth but also a crucial factor in ensuring the long-term success and sustainability of educational innovations.

2. Cultural and Global Perspectives

In the era of globalization, it is essential for urban Islamic high schools to integrate local cultural perspectives into their curricula. This approach allows schools to remain true to Islamic values while responding to the needs of the local community, which in turn enhances students' connection and satisfaction with their learning experience (Herman et al., 2023), (Archer et al., 2019). This demonstrates that a culture-based approach is not only relevant but also effective in increasing student participation and achievement.

However, alongside globalization, schools must also adopt a global perspective to prepare students for the challenges of the modern world. Combining local and global

perspectives in education can create a crucial balance between local understanding and global readiness. Thus, students can function effectively in various contexts, both locally and internationally (Ginting & Hasanuddin, 2020). This suggests that Islamic education in urban high schools must equip students with global insights without compromising their cultural identity. Extracurricular programs that support Islamic values while introducing students to global issues also play a significant role in developing cultural and global perspectives. Activities such as community service, environmental awareness, and international engagement help students develop the character and skills needed to contribute positively to the global society. These programs not only enrich the educational experience but also prepare students to be ethical and responsible global citizens jawab (Agboola et al., 2023).

Implementing cultural and global perspectives in education is a multifaceted process that demands active participation from all key stakeholders, including parents, the local community, and educational institutions. This collaborative approach is crucial to ensuring that the innovations introduced within the educational system are not only relevant to the unique cultural contexts of the local community but also align with broader global standards. Effective dialogue and ongoing collaboration among these stakeholders play a pivotal role in bridging the gap between local needs and global expectations, ensuring that educational practices and innovations are both culturally sensitive and globally competitive. As emphasized by (The Campbell Collaboration, 2020), (Bourque, 2020), (Fafurida, 2022), such an inclusive approach guarantees that the innovations implemented in educational settings are sustainable and have a lasting positive impact on the community. This stakeholder engagement fosters a shared sense of ownership and responsibility, which is essential for the successful integration of cultural and global perspectives into education, ultimately enhancing the overall quality and relevance of the educational experience for all students.

3. The Impact of Innovation on Islamic Education in Urban Areas

Innovation in Islamic education in urban high schools has a significant impact on improving the quality of education and developing students' character. Innovations in the curriculum, teaching methodology, and global cultural approach not only enhance academic achievement but also strengthen students' identities as individuals rooted in Islamic values while being prepared to face global challenges (Herman et al., 2023), (Alam, 2020), (Amedome, 2023), (Brocklehurst, 2021). These innovations encourage students to be more engaged in the learning process and increase their motivation to achieve the best results.

Besides the academic impact, these innovations also contribute to the development of students' critical and analytical skills. Innovative teaching methodologies allow students to apply their knowledge in real-life situations, ultimately enhancing their understanding of the subject matter. In the context of Islamic education, this ability is crucial for producing students who are not only academically intelligent but also capable of applying ethical values in daily life (Alam, 2020), (Abdullahi, 2019), (Asiah et al., 2022).

Character education programs integrated with the academic curriculum also play a vital role in shaping students' personalities. These programs help students develop values such as responsibility, leadership, and empathy, which are essential in forming a generation with high moral integrity (Aboramadan et al., 2022), (Ammar, 2021), (Denby et al., 2020). This shows that innovation in Islamic education impacts not only the academic aspects but also the development of strong character.

Finally, The impact of these innovations extends far beyond the immediate educational environment, significantly enhancing the reputation of Islamic schools in urban areas. Schools that effectively implement these innovations are not only recognized for their academic excellence but also celebrated as leading institutions that offer a well-rounded, high-quality education. These schools have managed to position themselves as beacons of educational success, combining rigorous academic standards with a strong emphasis on character development and moral values, which resonates deeply with the aspirations of urban families. As a result, they have become increasingly attractive to parents who seek an education that not only prepares their children for academic and professional success but also instills a strong

ethical foundation. The successful integration of these innovations within the curriculum and extracurricular activities has thus elevated Islamic schools to the forefront of educational choices in urban settings. This growing preference among urban families has further solidified the status of Islamic schools as premier institutions, ensuring their continued relevance and appeal in an ever-competitive educational landscape. Consequently, Islamic schools are now seen not just as alternatives but as top-tier options that offer a comprehensive education aligned with the values and expectations of urban communities.

D. CONCLUSION

Sustainable quality culture innovation in urban high schools, by integrating cultural and global perspectives, holds significant potential for improving the quality of education. These schools must commit to developing a curriculum and teaching methodology that are not only relevant to the local context but also responsive to global demands. This requires continuous adjustments in educational strategies to ensure that students can compete in an increasingly interconnected and multicultural world. The success of these innovations heavily depends on the active participation of all stakeholders, including school principals, teachers, parents, and the community. Each party must play a role in supporting and implementing relevant changes, ensuring that quality culture innovation reflects local cultural needs while also accommodating global demands. Therefore, this study recommends the development of innovation strategies that combine local cultural values with global aspirations as a strategic step in addressing educational challenges in the modern era. With an inclusive and adaptive approach, it is hoped that this innovation will create a more dynamic, responsive, and high-quality educational environment, advancing Islamic education in an ever-evolving global context.

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