Integrated Islamic Schools in Urban Areas: Competitive Advantage through Quality Culture

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The transformation of quality culture in Islamic high schools is an effort to create a competitive advantage through the integration of stakeholders, involving school principals, teachers, parents, and the community. This study aims to explore how Islamic schools in urban areas can develop a sustainable quality culture by integrating Islamic character and values into the curriculum and teaching methodology. The study uses a literature review approach to examine relevant literature, educational management theories, and best practices in building a quality culture in Integrated Islamic High Schools from an urban perspective. The results show that a strong quality culture can be achieved when there is active collaboration among stakeholders, working together to create positive changes in the education system. Additionally, the integration of Islamic values in character education and teaching becomes a key factor in attracting urban communities to choose Integrated Islamic High Schools as their primary education choice. This study's recommendations include strengthening communication between schools, parents, and the community, as well as the importance of continuous innovation in teaching methods and evaluation to maintain the relevance of Islamic education amidst global challenges. Thus, urban Islamic high schools can continue to grow as the primary choice in meeting the educational needs based on Islamic values and character.

Keywords: Transformation of Quality Culture; Stakeholders; Islamic Education; Urban High Schools; Competitive Advantage.

1. Introduction

Innovation in the culture of Islamic education in urban environments has become a crucial aspect of improving educational quality, particularly in the context of Integrated Islamic High Schools (SMAIT). Islamic schools in large cities have become the primary choice for many

urban families, driven by a growing awareness of the importance of strong character and moral

values in shaping future generations. SMAIT, which integrates religious education with local cultural values and global educational principles, has emerged as one of the responses to this need, providing a competitive advantage in the increasingly fierce educational competition (Campione & Famolaro, 2018; Damanik et al., 2021).

In the midst of an ever-expanding wave of globalization, SMAIT plays a strategic role in maintaining a balance between integrating Islamic values and addressing the educational needs relevant to the challenges of the times. The competitive advantage of SMAIT lies in its ability to align its curriculum with both local and global contexts, as well as its implementation of technology-based teaching methods and inclusiveness (Abacioglu et al., 2022; Abdolkarimi, 2021). Islamic schools are no longer just a choice for those seeking deep religious education, but also for those who want an education that prepares students to compete in the global world while preserving cultural roots and values.

Islamic education in Indonesia, especially SMAIT, is currently undergoing a significant transformation. SMAIT has successfully demonstrated that Islamic education is not only relevant but highly sought after in urban communities. This success is rooted in their courage to innovate, whether in curriculum development, technology-based learning, or strengthening students' character through approaches based on strong moral and social values (Al-Shanawani, 2019). This innovation focuses not only on changes in the physical form or curriculum but also on creating a culture of quality involving all education stakeholders, including teachers, parents, the community, and policymakers.

Active participation from all education stakeholders is key to creating schools that can continuously adapt and innovate. Their involvement in designing and implementing education policies that are responsive to changing societal needs will ensure the sustainability of high-quality education (Agboola et al., 2023; Alaloul, 2020). By involving stakeholders actively, SMAIT can build an inclusive educational community based on cooperation among various parties, ultimately encouraging the school to continue innovating in its efforts to achieve a competitive advantage.

On the other hand, the growth potential of Islamic education in Indonesia, especially in urban contexts, provides a great opportunity for further development. Islamic schools are increasingly being seen as an alternative education option that not only offers religious knowledge but also the life skills needed to face global challenges. With the proper integration of innovation in quality culture and stakeholder participation, SMAIT can continue to grow and meet the expectations of urban communities who desire quality education with noble values inherent in Islamic education.

2. METHOD

The method used in this research is a literature review based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method (Page et al., 2021; Selcuk, 2019). In addition, this study follows the systematic review guidelines of Campbell (The Campbell Collaboration, 2020). For bibliographic analysis, this research utilizes the VOSViewer software to identify and map the relationships between relevant scholarly works. This study also incorporates an ethnographic approach conducted over 10 months at SMAIT

Ummul Quro' in Bogor City, West Java, and SMAIT Nurul Ilmi in Jambi Province. Furthermore, this study employs a quantitative method with Structural Equation Modeling (SEM) analysis using Partial Least Squares (PLS) to examine the relationships between relevant variables in the context of sustainable innovation in quality culture in these schools.

Search Strategy

This research aims to obtain relevant and comprehensive studies on developing the creativity of teachers or educators. The literature search was conducted by accessing internationally reputable journals in January 2024 through the ScienceDirect, Emerald, and Springer Link databases, using keywords such as "quality of culture," "organizational culture," "participation management," and "school stakeholders." The search was conducted on titles, abstracts, and keywords in related articles. The selection process for articles meeting the criteria was carried out using the Zotero software to facilitate reference management (Reis et al., 2022). The article selection stages are displayed in Diagram 1 below. This approach is expected to provide accurate and reliable results in developing strategies for managing quality culture in educational environments.
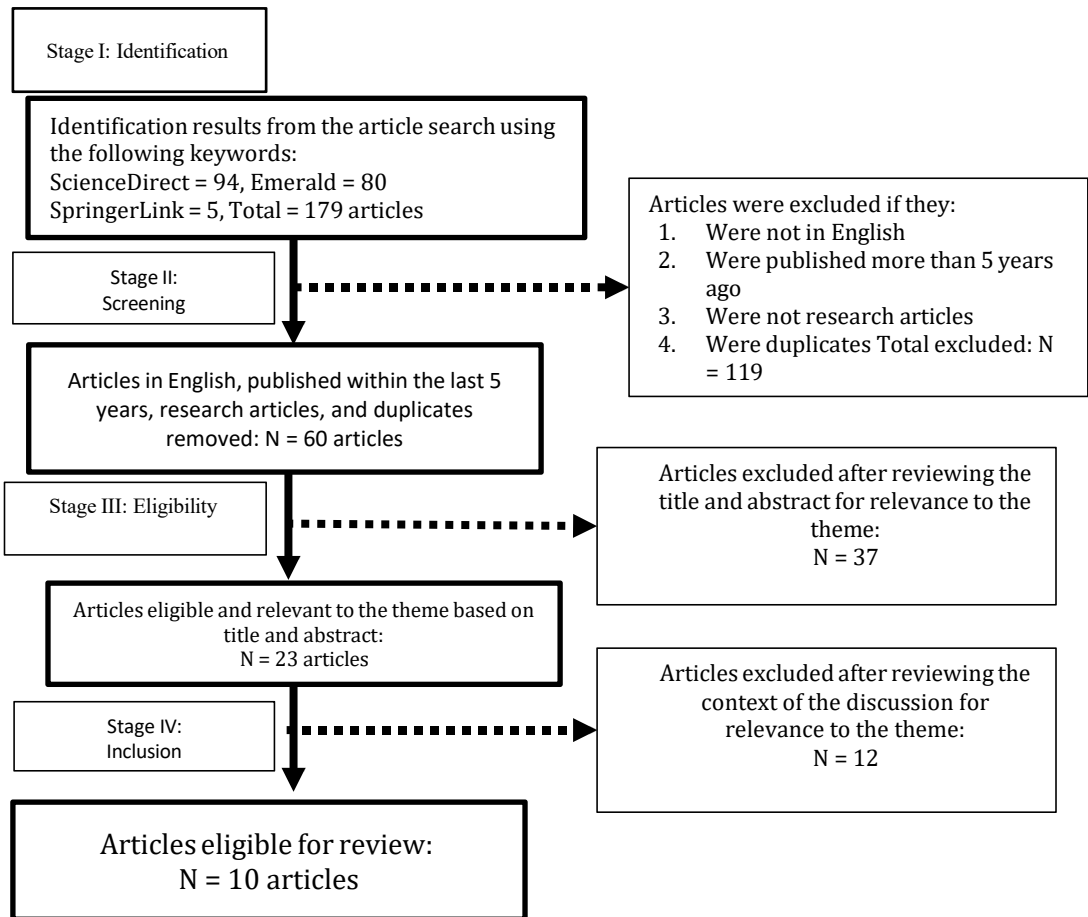
Figure 1. PRISMA Flowchart for Literature Selection Stages

Bibliographic Data Analysis

The data obtained consists of metadata from searches conducted in the ScienceDirect, Emerald, and Springer Link databases, which were managed using Mendeley software. The metadata were used for bibliographic analysis with the assistance of VOSViewer software, which analyzes the frequency of publications and citations related to educator creativity and creative teaching. VOSViewer utilizes a distance-based approach, visualized through a bibliometric network (Waltman et al., 2010). The result of the co-occurrence keyword analysis of articles using VOSViewer software is presented in the visualization in Figure 2 below.
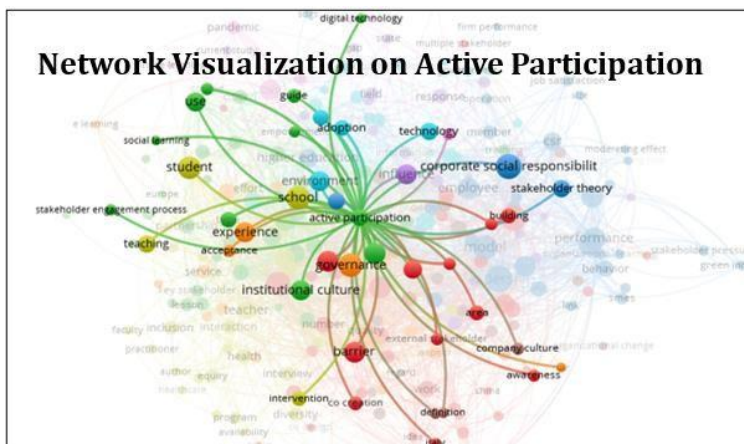

Figure 2. Network Visualization

Based on the bibliometric analysis using the VOSviewer application, the topic of stakeholder management shows a significant number of research articles already discussing it, with red indicating a high saturation. However, when linked to active participation, which remains green, there is potential for further research. The study on institutional culture is also closely related to the school, as seen in its proximity and green color with a small size, indicating that this topic is still rarely studied in the 2019-2024 period. The analysis shows that participation and organizational culture have been widely studied globally, connecting these topics with various other themes. Nonetheless, this research is still relevant and can further develop the study of these topics.

3. RESULTS AND DISCUSSION

Research Findings

The article selection process was conducted with the criteria of selecting articles published between 2019 and 2023. The selected articles must be research results, written in English, and meet the evaluation standards established by the researchers. This selection process resulted in 10 articles, which were subsequently reviewed. The PRISMA flow diagram (Page et al., 2021) in Figure 1 illustrates the protocol followed in the selection process. The details of the research locations for the 10 selected articles include the USA (2 articles), South Africa (1), Brazil (1), Spain (1), Nigeria (1), Finland (1), India (1), and Turkey (1). The results of this

review are presented in Table 1 below.

Table 1. Results of the review of 10 selected articles

No.	Authors, Journal	Journal Title	Method	Findings	Relevance of Research
1.	Akwanalo et al. (2019), Global Heart	Global Heart	Quantitative study	The study explored cardiovascular risk factors in Kenya, showing high hypertension and diabetes rates among adults.	Provides valuable insight into cardiovascular health challenges in Kenya, guiding preventive healthcare strategies.
2.	Bezerra et al. (2023), Science of The Total Environment	Science of The Total Environment	Systematic review	The article reviewed the impact of environmental factors on human health, highlighting the significant risks associated with pollution.	Offers crucial information for policy-makers to address environmental health concerns globally.
3.	Gamede (2021), South African Journal of Education	South African Journal of Education	Qualitative case study	The research assessed the role of community involvement in enhancing education quality, revealing strong community impact on learning outcomes.	Key to improving educational quality through community collaboration, especially in South Africa.
4.	Bulhões et al. (2022), Cadernos de Saúde Pública	Cadernos de Saúde Pública	Mixed-methods research	The study examined public health interventions in Brazil, finding that community-based health programs significantly reduced disease transmission.	Critical for designing effective community health strategies in Brazil and other developing nations.
5.	Burgos-Ayala et al. (2022), Journal of Environmental Management	Journal of Environmental Management	Experimental study	Investigated sustainable environmental practices, demonstrating that integrated waste management reduced pollution levels in urban areas.	Supports the implementation of integrated waste management systems for urban sustainability.
6.	Ibidunni et al. (2023), Quality in Higher Education	Quality in Higher Education	Qualitative analysis	The study analyzed higher education quality in Nigeria, finding gaps in faculty development and infrastructure.	Highlights the need for reforms in Nigerian higher education to enhance teaching and learning quality.
7.	Kujala et al. (2022), Journal of Business Ethics	Journal of Business Ethics	Survey-based research	Explored ethical business practices in organizations, finding that ethical leadership led to better employee satisfaction and performance.	Provides insights into promoting ethical behavior in organizations to improve business outcomes.
8.	Kwatra et al. (2021), Journal of Environmental Management	Journal of Environmental Management	Comparative study	The research compared environmental management practices across industries, showing that green practices improve long-term profitability and sustainability.	Key for companies looking to adopt sustainable practices while enhancing their competitiveness.
9.	Nasr-Azadani et al. (2022), Environmental Science & Policy	Environmental Science & Policy	Policy analysis	Evaluated the effectiveness of climate policies in the U.S., concluding that stronger enforcement is needed for greater impact.	Offers guidance on improving climate policy effectiveness in addressing environmental issues.
10.	Demirtaş & Batdal Karaduman (2021), BMC Health Services Research	BMC Health Services Research	Quantitative study	Investigated healthcare access in Turkey, finding that rural areas have significantly lower access to essential services.	Important for improving healthcare infrastructure in rural Turkey and similar regions.

Results of Bibliographic Analysis Using VOSViewer

1.   Quality Culture Transformation and Stakeholder Engagement

Innovation in curriculum and teaching methodology in integrated Islamic schools plays a crucial role in the transformation of contemporary quality culture. These schools excel through more inclusive approaches, involving stakeholders from various groups such as teachers, parents, and communities at every stage of educational planning and evaluation (Bezerra et al., 2023). As a result, these schools are able to create more relevant learning experiences, responsive to students' needs, and capable of addressing the challenges of the times. The use of technology and innovative project-based approaches enhances active student engagement, which in turn drives optimal learning outcomes. Research shows that stakeholder involvement in educational policy formation allows for appropriate adjustments and improves the quality of education in a more contextual and sustainable manner (Akwanalo et al., 2019). This is what makes integrated Islamic schools superior to other public schools.

2.   Cultural Perspective and Competitive Advantage

From the perspective of culture and competitive advantage, every school, whether well-established or newly founded, public or private, has the opportunity to create a unique competitive edge in the eyes of the community. Innovation in education that takes into account cultural diversity and local context can be a key to success. Research shows that effective communication and educational strategies strengthen stakeholder involvement in educational projects, which are highly relevant in the era of globalization and urbanization (Burgos-Ayala et al., 2022). Inclusive and transparent involvement builds trust and collaboration, both of which are crucial in creating a curriculum that is adaptive and responsive to both global and local needs (Kujala et al., 2022b). Thus, schools that integrate culture-based innovations into curriculum development have the potential to create a sustainable competitive advantage.

3.   Cultural Innovation in Urban Islamic Education

Innovation in Islamic education in urban areas has a profound impact on the quality and competitiveness of Islamic schools. By integrating Islamic values into the curriculum and utilizing modern teaching methods, Islamic schools can offer high-quality education that appeals to urban families. This innovation can improve educational outcomes and create a more effective learning environment (Ibidunni et al., 2023). Additionally, the use of technology and social media can strengthen parental and community involvement, supporting a more interactive and communicative learning process (Walsh et al., 2022). High-quality Islamic schools can compete with other educational institutions in urban areas, attracting families who prioritize education based on religious values and quality. Thus, Islamic education is not only relevant but also ready to compete in the modern era with a strong and appealing philosophy for all stakeholders.

Discussion

1.   Innovation in Curriculum and Teaching Methodology

Curriculum and teaching methodology innovations in urban Integrated Islamic Schools (SMAIT) play a crucial role in transforming the culture of quality education that is relevant and of high quality. These schools have the potential to create a competitive advantage, even competing with long-established public schools, if they maximize the appropriate quality culture. One exemplary innovation is the integration of technology with Islamic values. This approach not only enriches students' learning experiences but also helps shape their character.

Technology provides broader access to information and facilitates more interactive and dynamic student engagement in the learning process. By utilizing technology, schools can offer more engaging learning experiences, enabling students to easily access relevant information and resources and participate in technology-based learning that aligns with current developments (Ginting & Hasanuddin, 2020).

Furthermore, the internalization of Islamic values in all aspects of education becomes an integral part of character building. This approach strengthens moral and ethical values, which are vital in shaping individuals with noble character in accordance with Islamic teachings. One innovative method that can support this is project-based learning (PBL). This method fosters students' critical and analytical skills while preparing them to face global challenges with a strong Islamic perspective (Herman et al., 2023).

The importance of involving all stakeholders in the educational process cannot be overlooked. Collaboration among schools, families, and communities creates an inclusive educational environment where each party contributes to the development of educational quality. In this context, a curriculum that integrates Islamic principles with global issues, such as sustainability and inclusivity, can strengthen students' Islamic identity while preparing them to play an active role in the global community (Ucan & Wright, 2019). When managed well, all these elements will create a school that is excellent, highly competitive, and based on sustainable quality education.

2.   Cultural and Global Perspectives

In an era of rapid globalization, urban Islamic schools face significant challenges not only in maintaining their cultural and religious values but also in competing in an increasingly open educational world. Therefore, a cultural perspective is crucial in creating competitive advantages in the educational field. In this context, every school, including Islamic high schools, has a great opportunity to build an advantage that will be accepted and become the choice of the community. The integration of local cultural perspectives into the curriculum not only strengthens cultural identity but also enhances students' connection to and satisfaction with their learning experiences (Herman et al., 2023). This shows that deep and contextually relevant values can become differentiating factors that improve the quality of education.

However, to remain relevant in a global world full of challenges, urban Islamic high schools must integrate global perspectives. By adopting a global perspective, schools can prepare students to face an increasingly interconnected world without sacrificing their cultural identity. This is not only about preparing students for the global market but also equipping them with the ability to navigate differences and adapt to various cultural backgrounds (Ginting & Hasanuddin, 2020). By blending local and global perspectives, urban Islamic high schools can produce graduates who are not only academically excellent but also internationally minded and ready to face the world.

Competitive advantage can also be achieved through extracurricular programs that emphasize Islamic values while still providing space for students to engage with global issues. Activities such as community service, environmental awareness, and involvement in international networks play a significant role in shaping students' character and equipping them with

relevant skills for the global world. These programs enrich the educational experience while honing students' abilities to become responsible global citizens (Agboola et al., 2023).

With the involvement of all stakeholders, including parents, communities, and educational institutions, cultural and global perspectives can be effectively applied. Close collaboration between schools and communities will ensure that innovations align with local needs while meeting global standards (The Campbell Collaboration, 2020), (Bourque, 2020), (Fafurida, 2022). Thus, urban Islamic high schools can optimize their potential to create education that is not only of high quality but also widely accepted, making them the preferred choice for parents seeking quality, future-oriented education.

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

Cultural innovation in Islamic education in urban areas plays a major role in attracting urban communities to Islamic education. Amid the dynamics of urban society, which increasingly prioritizes the quality of education, Integrated Islamic Schools (SMAIT) that apply a high-quality culture have succeeded in creating a positive image that is not limited to academic achievements but also in building superior character in students. Innovations in curriculum and teaching methodology based on Islamic values have a significant impact on preparing students to face global challenges and the demands of the times (Herman et al., 2023; Alam, 2020; Amedome, 2023).

Education in SMAIT, which emphasizes academic quality culture and Islamic character, combines intellectual intelligence with morality. The integrated character education programs within the academic curriculum not only build students' character in aspects of responsibility, leadership, and empathy but also strengthen their identity as individuals rooted in Islamic teachings. This innovation provides students with the skills necessary to think critically and act wisely in their daily lives (Aboramadan et al., 2022; Ammar, 2021). Students' involvement in educational innovations based on noble values also increases their motivation and academic achievement, producing graduates who are not only academically competent but also morally strong.

As a result, urban SMAIT are increasingly being sought after by urban families looking for education that prioritizes not only academic intelligence but also the development of strong character. These schools, with the quality culture they build, have become the first choice for families seeking holistic education, preparing their children for success in the professional world while maintaining their moral integrity. With the ongoing development of sustainable innovations, SMAIT not only produces intelligent and virtuous generations but also maintains a strong appeal for urban communities that are increasingly concerned with the quality of education (Brocklehurst, 2021).

4. CONCLUSION

The conclusion of the transformation of quality culture in urban Islamic high schools indicates that stakeholder integration is the key to creating a competitive advantage. Indonesia, as the country with the largest Muslim population, holds tremendous potential to make Islamic education the preferred choice for urban communities. With the evolving times, the need for character education and strong values has become increasingly urgent, making Islamic high

schools the top choice for urban families seeking quality education with an emphasis on character development. Sustainable innovation in the quality culture of urban Islamic high schools, which blends local culture with global perspectives, will play a crucial role in preparing students to face the challenges of an increasingly interconnected and multicultural world. Collaboration between school leaders, teachers, parents, and the community will accelerate the implementation of these positive changes, creating a dynamic, responsive, and relevant educational environment. By developing a curriculum that prioritizes local values while remaining oriented toward global needs, urban Islamic high schools can strengthen their competitiveness and become the top choice for urban families. This transformation carries the hope that Islamic high schools will not only be places of learning but also forums for cultivating outstanding character in the modern era, making Islamic education a relevant and competitive choice.

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