Edukasi Islami: Jurnal Pendidikan Islam, VOL: 14/No: 04 November 2025 **P-ISSN: 2252-8970**
DOI: 10.30868/ei.v14i04.9212 **E-ISSN: 2581-1754**

Date Received	**:**	**October 2025**
Date Revised	**:**	**November 2025**
Date Accepted	**:**	**November 2025**
Date Published	**:**	**November 2025**

DEVELOPING A SUSTAINABLE CHARACTER EDUCATION MANAGEMENT MODEL FOR INTEGRATED ISLAMIC ELEMENTARY SCHOOLS

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Keywords:
Model SD IT;
Integrative;
Interaktif;
Sustainability;

ABSTRACTS

Background: Existing educational institutions should be run for the educational objectives mandated by Law No. 20 of 2003. There are several aspects that will be influenced by the objectives, namely curriculum design, teaching methodology and graduate output. **Purpose:** The urgency of this research is to meet the needs of the JSIT Association (Integrated Islamic School Network) of Riau Province and regulators in this case the Pekanbaru City Education Office. A model is needed. On the other hand, technology is also an important part in building a sustainable model. The purpose of this research is to provide empirical evidence in the form of recommendations for acceptable models (stakeholders), which can be applied according to the character of SD IT. **Method:** The method used in this research is the mix method with an economic and Malay cultural approach, then interactive and integrative are carried out in an effort to maintain sustainability. **Result:** The results show that the model is acceptable, implementable, profitable and sustainable. This is built on the principles of Integrative, Social, Character, Productive and Sustainable so it can be called the IS-KPB Model (Integrated, Social, Character-Based, Profitable, Sustainable). **Conclusion:** This model is then used as a guideline for curriculum design, school management systems, and strengthening networks between schools and the wider community.

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A. INTRODUCTION

Pekanbaru is one of the cities where the interest in SD IT (Integrated Islamic Elementary School) is quite high, this is based on a statement from the Pekanbaru City Education Office. The image of SD IT, perception of quality, religiosity, educators are the reasons why parents choose SD IT (Azizah & Machali, 1970; Rusadi & Fauzi, 2022; Verdiyani, 2016).

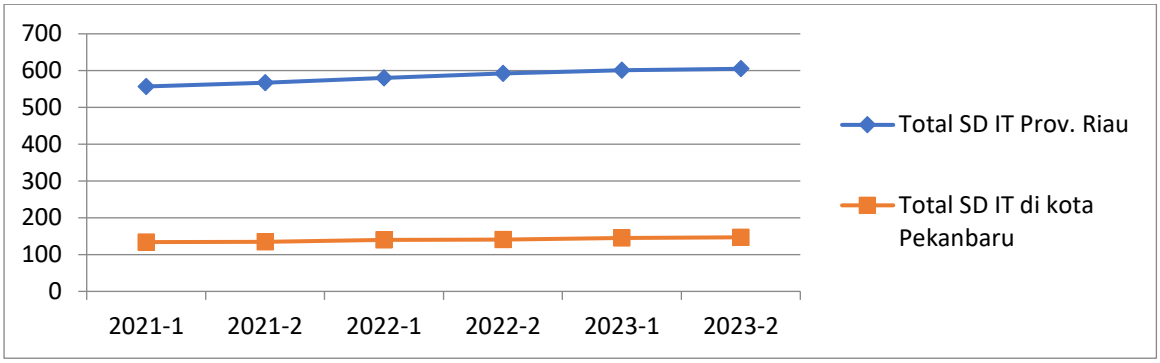


Figure 1. Growth Chart of IT Elementary Institutions

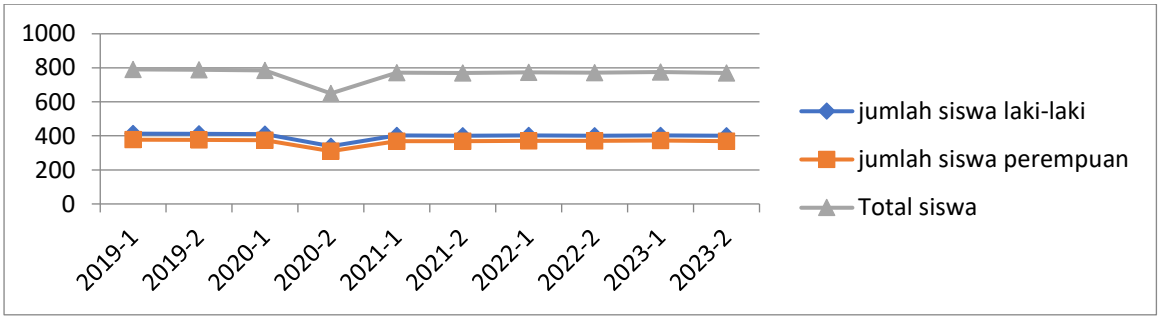


Figure 2 Growth graph of elementary school IT students

The data above shows that interest in IT Elementary is quite high in the city of Pekanbaru, but good educational institutions are not the ones that have many enthusiasts, except the ability to realize the educational goals mandated in the Education Law no. 20 of 2003. To realize all of this, an education system must have a clear goal and direction. There are several aspects that will be influenced by educational goals, including curriculum design, teaching methodology and graduate output (Mukul & Büyüközkan, 2023). Then the educational goal will shape the experience for students in all aspects of the educational process (Cents-Boonstra et al., 2021).

The development of SD IT was followed by the emergence of the challenge of institutional development of SD IT. For this reason, ideal SD IT models are needed and *workable* which can realize the educational goals of the Indonesian nation and be sustainable. The SD IT model will be used as a *benchmark* for regulators to develop SD IT models in the future, becoming a reference for foundations or school management in preparing school planning and operations. In addition to containing Islamic values (Fuadi & Suyatno, 2020; ICPEN, 2016; Lubis, 2015; Nurdyansyah & Arifin, 2018; Othman et al., 2017) This SD IT model must integrate the values of Pancasila(Achadi & Noor Laila

Fithriyana, 2020; Adillah, 2022; Amir, 2013; Dasmana et al., 2022; Ma'arif et al., 2020)Malay (Abd Rahim et al., 2018; Abu Bakar et al., 2018; Ahmada et al., 2010; Aziz et al., 2010; Putera, 2020)as the value of local wisdom and technological aspects as a factor in changing the educational model(Alapján-, 2016; Burden et al., 2016; Cloete, 2017; Collis & Wende, 2002; Criollo-C et al., 2021; Dooley, 1999; Qureshi et al., 2021).

Value is an important part of a management model or business model, without value a model will have no spirit, it is difficult to create value. Values in education are an inseparable process and must always accompany science in the ontological and epistemological processes. Without Value, greedy Human Resources (HR) will be born and damage the balance of life. (Achadi & Noor Laila Fithriyana, 2020; Adillah, 2022; Amir, 2013; Dasmana et al., 2022; Ma'arif et al., 2020) Emphasizing that the value of Pancasila must be present in the education system, to promote nationalism, the character of the nation. (Fuadi & Suyatno, 2020; ICPEN, 2016; Lubis, 2015; Nurdyansyah & Arifin, 2018; Othman et al., 2017) This study emphasizes the importance of Islamic values in education and character building. (Abd Rahim et al., 2018; Abu Bakar et al., 2018; Ahmada et al., 2010; Aziz et al., 2010; Seman et al., 2011) Emphasizing the importance of Malay cultural values and culture to be integrated into the educational curriculum. (Alapján-, 2016; Burden et al., 2016; Cloete, 2017; Collis & Wende, 2002; Criollo-C et al., 2021; Dooley, 1999; Technology is changing the model of education, increasing efficiency and effectiveness.

Operationally, the IT elementary school aspect consists of business and non-business aspects, non-business aspects are social, sharia, and cultural aspects of various educational activities. while the business aspect is the management of SD IT education that is profitable for stakeholders and ensures the sustainability of SD IT. Furthermore, the technological aspect is an important part in building institutions that are adaptive to the changing times. In addition, this SD IT model will provide graduates with Islamic character, free from radicalism to realize a safe and peaceful developed Indonesia.

To form an ideal SD IT model, it is necessary to examine the factors related to SD IT. In addition, the model must be *acceptable* and *workable*. Therefore, considering the complexity of the research, the researcher used the *mix method*. To answer the research problem, this study uses an approach (strategic management) and a cultural approach (the value of Malay cultural wisdom). The data in this study consists of primary and secondary data. The process of solving this problem starts from needs analysis, empirical analysis, model design, model evaluation and model recommendations.

Previous research related to SD IT management models has been carried out, but it is limited to the realm of implementation and does not reach the formation of an ideal SD IT model. Then the approach carried out is more qualitative while this study uses a mixture of qualitative and quantitative methods. In previous research, sustainability aspects were not considered, while the main key in building a model in this study was sustainability. Interactive and stakeholder communication as well as integrative fundamental values to build students' character such as Pancasila, Islamic and Malay

culture values. In addition, technology is an important aspect in the SD IT management model in this study.

Previous research on the elementary school model was only limited to the study of the implementation of the IT elementary school model (Castro Benavides et al., 2020) (Marini et al., 2018). Furthermore, basic research was conducted by several researchers (Siruwa et al., 2023; Tahmassebi & Najmi, 2023; Zaelani, Juanidi & Muhsinin, 2023)but do not observe the sustainability element. The research does not make technology a determining factor for the SD IT model (Marini et al., 2018; Siruwa et al., 2023). Meanwhile, this research uses a sustainability perspective by interacting with stakeholders and technological aspects, then integrative pundamental values (Pancasila, Islam, Malay) as characteristics of SD IT to produce a model that is acceptable to all parties, and workable. The economic approach uses the canvas business model as a strategic management model whose identity is private in elementary school. This research has differences in terms of the aspects of model-forming indicators, theories used, methods and value aspects. Research on the SD IT model for the digital era is a need today, this is in accordance with literature studies, and the results of interviews from Regulators, JSIT Associations and practitioners.

B. METHOD

2.1 Research Design

This study used qualitative methodology and triangulation methods (qualitative and quantitative methods). Qualitative methodology was taken because this study intends to produce an Islamic bank business model through the process of understanding and analyzing a number of indicators and industry backgrounds. The main qualitative method used is the 9 (nine) pillars of the Business Model Canvas adopted by the 9 blocks building of Business Model Canvas initiated by Alex Osterwalder (Osterwalder & Pigneur, 2010). This Business Model Canvas is one of the analytical tools in the latest management strategy and entrepreneurship science that has been widely used by world-renowned companies such as IBM, Deloitte, the Public Works and Government Services of Canada and others. In addition, qualitative methods are carried out with a discussion process (FGD), literature studies, canvas model business studies, comparative model studies to obtain primary and secondary data. Then the quantitative method is used as a study of indicators and other data. The mixed method is used as the method of this research considering the complexity of the research (Creswell & Creswell, 2017).

2.2 Empirical Analysis

This analysis stage starts from understanding the current needs by conducting a Pilot Study, interviews are conducted with the regulator, namely the Pekanbaru City Education Office, Principals and teachers of 10 Integrated Islamic Elementary Schools from several IT elementary schools in Pekanbaru. Furthermore, he conducted an interview with the JSIT association (Integrated Islamic School Network) for the Pekanbaru city area, namely Mr. Zumri. Based on the Pilot Study carried out, we made an agreement with the Pekanbaru City Office, JSIT (Integrated Islamic School Network) in the Riau region, Principals and Teachers and related parties to establish

commitments in an effort to contribute to this research. The activities carried out in this activity include, Analysis of the Potential Development of SD IT, the Character of SD IT, the possibility of integrating Islamic and Malay values as a form of local wisdom, Mainstream SD IT, technology involved in the learning process for elementary schools.

2.3 Designing the Model

The model construction offered in this study will be a reference for the development of SD IT management models in the future. Sustainability is a key word in designing the model offered. The SD IT management model offered is a workable, acceptable model and agreed upon by stakeholders that is in accordance with Islamic character values, Malay values, Pancasila, technological integration and free from radicalism. These values will become the character of SD IT management in the future.

2.4 Construction of SD IT model

ideal starting from identifying various desires, considerations, dreams/expectations and needs of the main stakeholders who want the presence of SD IT to exist in the future. In this case, the main stakeholders of SD IT are Regulators/government, Academics, Practitioners, students and parents of students. Generic SD IT models are interactive values and communication results and discussion of the construction of educational models. In addition, the model construction considers the possibility of model applications (feasible study) and the Considerant Factor.

2.5 Model Evaluation

At the model evaluation stage, the researcher used a qualitative method, which was previously used to construct the model. Assessment or evaluation is carried out with stakeholders through FGD (forum group discution) on the feasibility and suitability involved in the development of the SD IT model. Stakeholders are the key to building a sustainable business.

2.6 Policy Recommendations

Policy recommendations are the final part of this research that produces an interactive and communicative SD IT model with stakeholders. Furthermore, integrative is the integration of national, Islamic values and local wisdom (Malay).

C. RESULT AND DISCUSSION

3.1 Integrated Islamic Elementary School Education Model

Planning, Organizing, Actuating, and Controlling, or POAC, is a classic management theory that is used to effectively manage organizations. This theory gives managers a systematic way to plan their goals, organize their daily tasks, manage all of their organizational components, and oversee the execution of their activities to ensure that they follow the established plan. In educational contexts, for example, POAC assists school administrators or school pimpinan in completing tasks, communicating with staff, inspiring teachers and students, and conducting evaluations of the teaching process. By maintaining consistency, POAC enables effective coordination, increased productivity, and the achievement of goals in a timely and efficient manner. Analysis of POAC (Planning, Organizing, Actuating, and Controlling) on the model of Islamic

Elementary Education (SD IT) from groups with various understandings of Islam (Muhammadiyah, NU, and Salafi) along with the results from each dimension obtained:

Planning: SD IT Muhammadiyah in the school design is prepared based on the values of AIK (Al-Islam Kemuhammadihayahan), the vision is formulated to form graduates who have faith, knowledge and morals. SD IT Nahdlatul Ulama (NU) educational planning is prepared by prioritizing values to NU-an and ASWAJA. The vision and mission of the institution is directed to form students who have a straight faith, noble character, and are intellectually and socially capable. Strategic planning is carried out by the foundation, the head of the madrasah, local NU figures, and the madrasah/school committee. SD IT Salafi Vision and mission of the institution are directed to form a generation that has a straight faith (tawhid) and stays away from shirk, bid'ah, and superstition. Curriculum planning is very focused on classical Islamic studies with high priority on monotheism, creed, and fiqh manhaji. It usually doesn't put much emphasis on formal accreditation or general academic achievement.

Organizing: SD IT Muhammadiyah organizational structure based on collective-collegial leadership. The principal acts as a manager and spiritual leader. There are teachers' councils, school committees, and elements of the organization that work together. SD IT Nahdlatul Ulama (NU) The leadership structure tends to be family-based and firmly rooted in local figures/kyai. The principal/kiai has a central role both as a formal and moral-spiritual leader. Salafi IT Leadership structure is centralistic with the main figure or ustadz as the sole authority holder in decision-making. The regeneration of educational leaders is usually carried out internally with special guidance for students or students. Organizational communication tends to be vertical, based on obedience and loyalty.

Actuating: SD IT Muhammadiyah The learning process integrates the national curriculum and local content typical of Muhammadiyah such as the subjects of Al-Islam, Kemuhammadiyahan, and Arabic Language (ISMUBA). Active, innovative, and contextual learning methods. Emphasis on developing Islamic character through religious activities, discipline, and example. SD IT Nahdlatul Ulama (NU) The national curriculum is combined with the strengthening of traditional religious curriculum: fiqh, tauhid, morals, the yellow book, and NU's amaliyah (tahlilan, istighotsah, maulid, etc.). Character cultivation is carried out through the example of teachers/kiai and direct practice in students' daily lives. Religious extracurricular activities are strongly emphasized (marhabanan, tambourine, banjari, etc.). SD IT Salafi Learning strongly emphasizes memorization of the Qur'an, sahih hadith, and classic books of tawheed such as the Kitab at-Tawheed by Muhammad bin Abdul Wahhab. The general curriculum is often minimal or only as a complement. The use of Arabic is a priority from an early age as part of the refinement of Islamic understanding. The practice of worship is closely supervised to ensure that it is in accordance with the understanding of salaf.

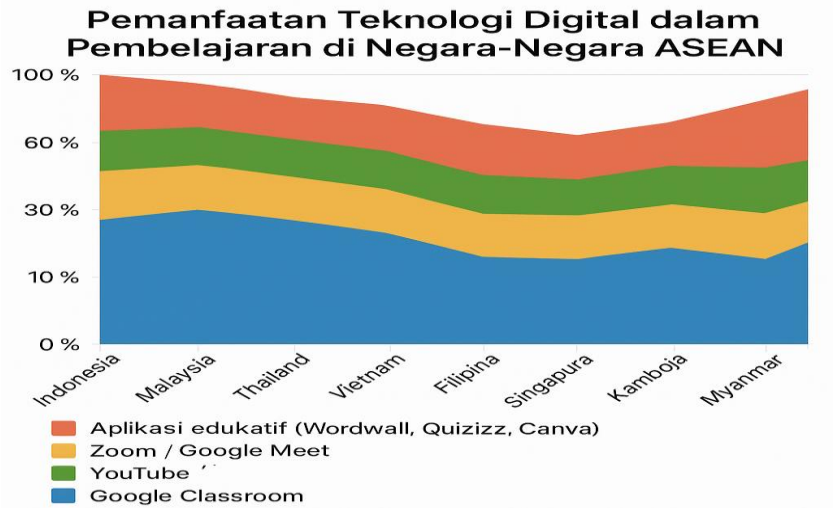
Controlling: SD IT Muhammadiyah Monitoring is carried out internally by the school and externally by the Dikdasmen Council. Evaluations are carried out on the performance of teachers, students, and institutions as a whole. Accountability and transparency are the main principles in reporting. SD IT Nahdlatul Ulama (NU) Evaluation is carried out culturally and structurally: through foundation meetings,

teacher deliberations, and input from community leaders. Assessment is not only academic, but also spiritual, social, and moral students. The evaluation approach is coaching, not just a formal assessment. Salafi IT Elementary School • Strict supervision is carried out on both students and teachers, with strong control over ideological and behavioral deviations. Evaluation is more emphasized on the aspect of understanding and practicing religious teachings directly (istiqamah). Obedience and discipline are the main indicators of educational success.

POAC is used as a conceptual tool in education management to ensure the achievement of educational goals effectively and systematically. According to Mulyasa (2013), educational planning includes creating visions, missions, goals, curriculum, and learning strategies that are in accordance with the needs of students and the times. In order for the teaching and learning process to run smoothly and effectively, organization refers to the division of tasks, the school's organizational structure, and coordination between educational work units. Meanwhile, the movement (actuating) emphasizes the leadership of principals, motivation of employees and teachers, and the management of interpersonal relationships in schools. Finally, supervision or control, includes program evaluation, learning supervision, and follow-up on assessment results to improve the quality of education (Sagala, 2010). So based on the POAC analysis above.

3.2 Application of Digital Technology in Elementary Schools

Digital technology has an important role in changing the world in a more effective and efficient direction today, and Education sketchers are no exception. In the education sector, digitalization has changed the paradigm of teaching and learning. Learning is no longer limited by space and time. Through digital platforms, students can access materials from anywhere, anytime, and in various formats that suit their respective learning styles. According to Selwyn (2016), the digitalization of education is not only about tools, but about how technology mediates social interaction, access to knowledge, and learning practices. Therefore, SD IT According to Nasir (2020), SD IT needs to continue to adapt to the challenges of the times, especially in the development of digital literacy and strengthening Islamic-based scientific research. At the elementary level, the use of digital technology is focused on supporting interactive, fun, and active student learning (Falloon, 2013). In the uploaded document, technologies such as Google Classroom, Zoom, WhatsApp, YouTube, and interactive learning media have been used to support distance learning (Online) and face-to-face learning (Offline) while YouTube, Quizizz, Wordwall, Canva are technologies that are often used for the creation of materials and learning evaluation. The use of digital technology in the learning process has been implemented for a long time and a large increase occurred when Covid-19 began. The following is an overview of the technology used in elementary schools in Indonesia and ASEAN countries:



The image above shows how ASEAN countries use various digital platforms for online education. The use of platforms such as Zoom, YouTube, Google Classroom, and educational apps such as Quizizz and Wordwall varies in certain countries according to digital infrastructure, government rules, and user habits. For example, YouTube is widely used in Indonesia and the Philippines as a means of visual learning. On the other hand, Zoom and Google Classroom are the most popular tools in Singapore and Malaysia for synchronous interaction and assignment management (UNESCO, 2021). This difference shows how social, economic, and educational policy variables also influence the education digitalization strategy in the region. In addition, the various uses of this technology demonstrate the ability of the ASEAN education system to adapt and be flexible in dealing with learning disruptions caused by the COVID-19 pandemic (Ng, 2022).

Digital technology has become part of the world of education that is changing management, curriculum and more innovative learning models. The use of digital in character formation is also a popular issue today and it is good to develop(Dewi & Alam, 2020). For example, the use of youtube, as part of building an interactive learning model. The use of youtube as part of technology to build students' character, for example, can be in the form of a Virtual Fiel Trip Religius learning model (Agustinova et al., 2025). The concept of Virtual Religious Field Trip, Educational Religious Tourism can be an option to build Islamic character through learning Islamic Cultural History. The content content can be in the form of, the Grand Mosque, the Prophet's Mosque, the al-Aqsa Mosque. As for religious tourism, the content can be in the form of a Tour to Andalusia as an important part of Islamic history. However, the use of technology that is integrated into the world of education faces its own challenges. For example, what the researcher found was related to the readiness of educators to fully utilize technology in shaping children's characters.

The problem of teachers' digital literacy is an obstacle to the pace of the transformation process of the world of education. The use of digital technology to support the education process is not optimal. Even though the presence of technology does not only increase efficiency (Harini et al., 2024) governance of education

management but can also support the effectiveness of the learning process (Lacka et al., 2021) . The difficulty of building character in students is an obstacle and a strategic study at this time. In fact, digital technology can currently be used in shaping children's characters with a combination of innovative learning models that utilize technology. The problem of low digital literacy among teachers has become a global problem. In 2020, UNESCO stated that the main factor that causes ineffective technology-based learning is due to low digital literacy of teachers.

The digital literacy gap among educators is one of the main challenges. The use of educational technology is determined by the readiness of teachers in its application (Kaushik & Agrawal, 2021; Mane, 2025; Nikolopoulou et al., 2021; Padmadewi et al., 2023). Many educators are unfamiliar with using digital devices, don't know how to manage learning platforms, and face difficulties adapting to rapid technological change. UNESCO (2020) states that the biggest factor that causes technology-based learning to be ineffective in developing countries is the lack of digital literacy of teachers. The high number of teacher administrative tasks, lack of ongoing training, and inadequate facilities exacerbate this problem. As a result, the time to learn technology has become limited. Therefore, even though the development of digital technology has been able to increase the effectiveness and efficiency of the education system, teachers' digital literacy is still a problem that must be considered more seriously. Therefore, solutions that can be taken to deal with this problem include digital teacher competency certification, Digital Culture School (Britto et al., 2023; Cruz et al., 2021; Litina & Rubene, 2024). Mentoring and Community Practice, Continuous Digital Training, Provision of Adequate Facilities and Infrastructure and others that can support the improvement of teachers' competence in mastering digital technology for learning.

Discussion

Integrated Islamic Elementary School (SD IT) Education Model with Canvas Business Model

The study of character education models tries to analyze the current educational management model of Integrated Islamic Elementary Schools (SD IT) as well as the challenges of the world of Islamic education at the elementary school level to examine the ideal, workable, and sustainable Islamic education model. This educational model is expected to meet the needs of the world of Islamic education at the elementary school level. The following is a model of character education in elementary school IT based on the theory of Osterwalder & Pigneur:

Key Partners	**Key Activities**	**Value Propositions**	**Customer Relationships**	**Customer Segment**
▪ Islamic organizations ▪ JSIT ▪ Kementrian Agama ▪ Education Office	▪ Designing a curriculum with an Islamic character ▪ Character evaluation	▪ Character education based on Islamic values ▪ Participatory model with the	▪ Partnership with parents ▪ Joint monitoring and evaluation ▪ Intensive communication with parents	▪ Elementary school students ▪ Parents of students

<table>
<tr>
<td rowspan="2">▪ Teacher training institutes</td>
<td>▪ Teacher training
▪ Collaboration with Stakeholders</td>
<td rowspan="2">expectations of Stakeholders
▪ Full day school
▪ A generation of Muslims with noble character
▪ Digital learning</td>
<td>▪ Program parenting
▪ Digital report.</td>
<td rowspan="2">▪ Regulatory governing bodies</td>
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<tr>
<td>Key Resources
▪ Teachers with Islamic characters
▪ Islamic integration curriculum
▪ Institutional regulatory documents
▪ Learning technology</td>
<td>Chanels
▪ Learning process
▪ School digital media
▪ Gathering forum with parents
▪ Social Media
▪ Mosque/Mushalla</td>
</tr>
<tr>
<td colspan="3">Cost Structure
▪ Teacher and employee salaries
▪ Teacher training
▪ Curriculum development
▪ School operations
▪ Sarpras
▪ Collaborative activities with Stakeholders
▪ Technology Costs</td>
<td colspan="2">Revenue Streams
▪ Student Tuition Fees
▪ Government assistance
▪ Sponsorship
▪ ZISWAF</td>
</tr>
</table>

Figure 2 of the SD IT management model based on the Osterwalder & Pigneur canvas model

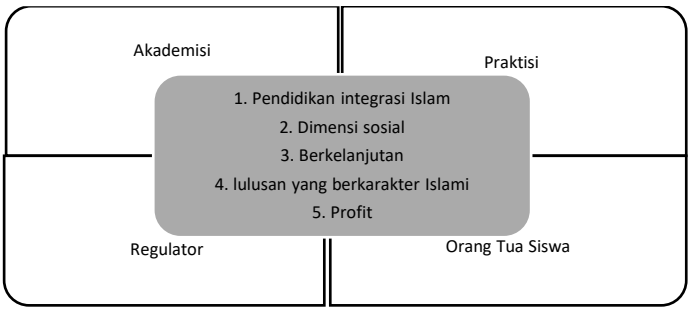
Integrated Islamic Elementary School (SD IT) is a model of Islamic educational innovation that combines spiritual and material dimensions in the education system. The system emphasizes Islamic character, intellectual intelligence and digital skills. The Business Model Canvas (BMC) approach, developed by Osterwalder & Pigneur (2010), can be used as a strategic tool to design education systems that focus on value, sustainability, and social impact. A Canvas model is a visual framework that contains nine core elements used to describe, design, and manage a business model (Osterwalder & Pigneur, 2010). Here's a model overview of the nine elements of the Business Model Canvas.

Customer Segments: This segment focuses heavily on children's spiritual values and character development, as well as their academic achievement. **Value propositions**: The ideal Islamic education is an education that combines knowledge and manners. **Channels:** Value delivery and communication with consumers: Nowadays, digital channels have become very important in school branding strategies. **Customer Relationship:** Relationship with Students' Parents. Schools that actively involve parents are more successful in building their children's character. **Revenue**

Streams: An independent and sustainable model of Islamic education is built through a combination of direct funding and productive waqf (Hasan, 2020). **Key Resources:** Teachers who are Islamic and digitally proficient are the main pillars of the success of elementary IT education. According to Effendy (2019), increasing the capacity of human resources and facilities is important for contemporary Islamic education standards. **Key Activities:** Activities that focus on grades and abilities will strengthen the identity of Islamic schools. **Key Partnerships:** This cooperation is important to strengthen sustainability and external support. **Cost Structure:** The financial management of contemporary Islamic schools must be clear and effective.

Kontruk Model SD IT Considerant Factor Stakeholder

Integrated Islamic Elementary School (SD IT) has become one of the fastest-growing alternative education models in Indonesia, mainly because it meets the educational requirements required by the Muslim community and combines Islamic values with the national curriculum. It is impossible for education providers alone to develop an IT elementary school model in the midst of complex dynamics, especially in the face of the digital era and global demands. To build a model that is not only conceptually ideal, but also feasible, acceptable to all parties, profitable (profitable), sustainable (long-lasting), and sustainable, it requires the active involvement of all education stakeholders, including academics, regulators, education practitioners, and parents. Here we summarize the common dreams of stakeholders that are factors for consideration in building an innovative and sustainable SD IT model.



Picture 3. Stakeholder matrix from the interview results

Because each stakeholder has different perspectives, experiences, and interests about the education process, stakeholder engagement is essential. For example, academics are responsible for ensuring that the models developed are based on relevant pedagogical science and practices. The regulator is responsible for national alignment and accreditation. Parents, as end-users of educational services, have expectations of the quality and character of educational outcomes, while educational practitioners bring real field experience. The process of formulating the SD IT model will be more responsive, solutive, and adaptive to real needs when all parties are actively involved and structured. In addition, to build an ideal model, it is necessary to pay attention to the level of acceptability, workable, profitable and sustainability.

Acceptable, the educational model built based on real needs and meets the expectations of education stakeholders such as academics, regulators, education practitioners, and parents of students will increase legitimacy and acceptance. On the other hand, stakeholder participation in the strategic planning stage increases the social legitimacy of the model or policy made will foster a sense of ownership. Schools gain strong emotional and material support when they involve parents in curriculum design and parenting activities. Building an acceptable and sustainable model must involve stakeholders (F Stocker, 2020; Attanasio, et, al., 2022).

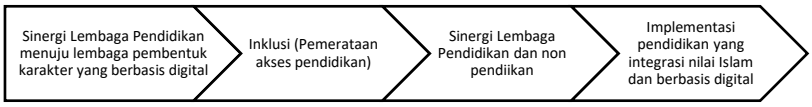
Workable, Building a model that is a solution to problems is certainly a model that can be applied in the practical realm, not just a concept. Therefore, to ensure that the SD IT model can be used, stakeholders from various backgrounds at least have technical and practical experience. Parents understand the needs of their children, the education office knows the rules, practitioners understand the dynamics of the field, and academics make pedagogical contributions. To produce successful educational innovations, stakeholder participation is required. The role of stakeholders in innovating and planning as well as the governance process will create a workable model (Martínez-Peláez, 2023). It is clear from various parties to ensure that there is no gap between theory and field practice.

Profitable has an important part for institutional sustainability, so the ideal model is one that can provide profits, although in terms of educational values it should not be solely profit-oriented. For Organizational and Financial Continuity (Profitable), the Cooperation of School Committees, zakat and waqf institutions, and the Islamic economic community can work together to develop an efficient and profitable financing model. Funding depends on the economic potential of the people and student contributions. Hasan (2020) shows that waqf funds, productive infaq, and community collaboration can work together to create a profitable Islamic education model.

Sustainability, program sustainability and system regeneration will be easier to do when stakeholders have and understand the school's vision. To create value, a company or an institution must involve stakeholders (Freeman, 2017). The role of stakeholders must also be involved in the innovation process to build a more competitive Company (Martínez-Peláez, 2023). Furthermore, to make a leap or change, the governance process must involve stakeholders (Map Ferreira 2024). Therefore, to innovate education in the digital era, stakeholders must be involved, starting from planning, formulation, vision and mission, as well as in the governance process.

Recommendations for the stages of implementing the Elementary IT Character Education model in the digital era

The following is an overview of the Strategic Planning Stage for the implementation of the SD IT model.



The Islamic education model must meet moral and spiritual needs and build a flexible, inclusive, and future-oriented system that leads to digitalization. One of the innovations of modern Islamic education is the Integrated Islamic Elementary School (SD IT). The presence of SD IT is a combination of Islamic values with the advancement of modern science. However, a systematic and strategic transformation framework is needed to transform the SD IT model. This is not just a change to the curriculum or learning technology. but encompasses the value structure, management, cooperation, and social approaches that make up the entire ecosystem of Islamic education. Within this framework, four main stages are carried out, which form the path to a sustainable and progressive transformation of SD IT.

CONCLUSION

So the model that stakeholders expect is an acceptable, workable, profitable and sustainability model. This is built on the principles of Integrative, Social, Character, Productive and Sustainable, so it can be called the IS-KPB Model (Integrated, Social, Character-based, Profitable, Sustainable). This model is then used as a guideline for curriculum design, school management systems, and strengthening networks between schools and the wider community. Furthermore, based on the discussion in this research, the researcher found that the Muhammadiyah Education model which has a progressive approach, an open management system, and the integration of modern curriculum, the Muhammadiyah IT Elementary School education model is most suitable for the digital era. While the Salafi model shows ideological and structural constraints that hinder the acceleration of digital transformation as a whole, the NU model has great potential but requires increasing the capacity of digitalization and human resource training. To remain relevant and competitive at the global level, the transformation of Islamic education in the modern era must incorporate Islamic values, local culture, and technological advances.

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