

Ambidexterity-Based Islamic Boarding School Curriculum Management

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ABSTRACT

This research aims to identify and analyze ambidextrous curriculum management at Nurul Jadid Islamic Education School Jalaluddin Ar-Rumi region. To expand the implementation of an ambidextrous curriculum at the Islamic Education School, a qualitative approach and case study methodology are utilized. The research subjects include regional supervisors, administrators, and students involved in curriculum management. Data collection methods involve observation, in-depth interviews, and document analysis related to the curriculum. Thematic analysis is employed to identify patterns and themes relevant to the ambidexterity approach. The findings indicate that Nurul Jadid Islamic Education School Jalaluddin Ar-Rumi region has successfully integrated traditional values with contemporary curriculum components through an ambidextrous approach. This approach has proven effective in enhancing students' adaptation to technological advancements and modern knowledge while maintaining the Islamic Education Schools identity. It is hoped that this research will serve as a foundation for further development aimed at improving the relevance and effectiveness of Islamic Education Schools in the face of modern educational changes and advancements.

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1. INTRODUCTION

Training management becomes one of the most reliable systems to improve sustainable development goals (Lutfi, 2023). The development of Islamic education and social transformation have led to changes in the education system and training patterns (Nurkayati, n.d.) One of the crucial aspects of refining the relevance of training is through adaptive and innovative curriculum management. (Fahmi & Bitasari, 2021). So educational institutions need to adjust the needs, conditions, abilities, and limitations of pupils, including modifications of objectives, contents, processes, and evaluations (Baharun et al., 2022; Mukhibat, 2019).

The concept of ambidexterity, which refers to an organization's ability to integrate exploration (innovation) with exploitation (optimization of existing resources), has proven effective in the context

of education (Baharuddin et al., 2023). However, trainees face the challenge of remaining relevant and adaptive to the demands of modern education.

Realities and evidence on the ground show that, there is an imbalance between tradition and innovation. Although trainees are generally regarded as institutions that uphold traditional values, they are more likely to introduce innovation in teaching methods, curricula, or management. So the intensity and depth of traditional teaching as a result of the focus on modern education decreases.

Novianni Anggraini (Anggraini, 2021) found that PPMI Assalaam incorporated both Salafist and modern education systems into their curriculum. (Baharun et al., 2022) stated that an adaptive curriculum could be implemented by enhancing the role of school committees, building high-quality schools, providing counselling coaching programs, and providing a variety of extracurricular activities that attract students. Athallah (Athallah et al., 2021) pointed out that the management of the implementation of the integrated curriculum has been carried out well through several steps: first, planning the Integrated Curriculum by setting objectives and laying out the curricular contents; second, running the integral curricula through the planned programmes and overseeing its implementation; third, evaluating the integration curriculums using an evaluation approach of the educational system that includes input, process, and outcome (Rozi & Aminullah, 2021) said that the training-based school curriculum has made great progress thanks to innovation. It started with the creation of a school curriculum, which sought to adopt the curricula of the trainees by changing the methods of education. This innovation is supported by the involvement of the head of school and the participation of administrators and managers as well as all the other parties involved. The guidelines hidayat (Ahmad Hidayat & Suklani, 2024) state that the Al-Jaohar Training House implements integrated curriculum management through a variety of programmes, including guidance for the learning process and the content of teaching.

It is affirmed by Pangarso (Pangarso et al., 2020) in his research that innovation ambidexterity can act as an intermediary between absorbent capacity and sustained competitive advantage. Lutfi (Lutfi, 2023) adds that ambidexterity consists of two main dimensions: exploration and exploitation. Research is done by trainees by improving the quality of education, building business relationships, and making a difference. Besides, they use a strategy orientation of reputation and innovation. Baharuddin (Baharuddin et al., 2023) stated that ambidextrous leadership can produce important innovations in public service whileining high efficiency. Nurwendi and Haryadi (Nurwendi & Haryadi, 2022) found that the following factors influence marketing performance: organizational ambidexterity, market orientation, and product innovation. Furthermore, they found that market orientations and product innovations positively influence the organization's ambidexterity, which then contributes to marketing outcomes. Gilang (Ramadhan & Prijadi, 2024) shows that due to ambidexterity and organizational innovation, future strategic planning can be profitable and significant performance.

This research explores the concept of ambidexterity in the context of training curriculum management, which is a new and innovative approach. Ambidexterity refers to the ability of trainees to integrate innovation into their curricula without losing the traditional and Islamic values that have become the primary identity of the trainer, in particular the Nurul Jadid Residence in Jalaluddin Ar-Rumi Region. It opens up an opportunity to understand how the trainee can innovate without neglecting efficiency and traditional values. By studying Jalaluddin Ar-Rumi Territory as a case study, this research will make an important contribution to the literature on the education of students, by providing concrete case studies on the application of ambidexterity.

The objective of this research is to investigate and develop a curriculum management model based on ambidexterity in the Nurul Jadid Islamic Education School Jalaluddin Ar-Rumi Region. The research aims to identify curricula based on Ambidextrity in integrating innovation in the curricular without sacrificing the traditional Islamic values that are the core of the identity of the student. Thus, the results of this research contribute to an understanding of how trainees can manage their curricula in a way that combines tradition with innovation. The practical implications include guidelines for other trainees wishing to adopt a similar approach as well as recommendations for developing educational policies that support the flexibility of the traineeships curriculum.

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2. METHODS

The research will use a qualitative approach with case study methods to investigate the implementation of ambidexterity-based curriculum management in Nurul Jadid Islamic Boarding School Jalaluddin Ar-Rumi Region. The qualitative approach was chosen to enable in-depth exploration of how training integrates innovation into the curriculum while maintaining traditional Islamic values. Data collection techniques involve in-depth interviews with regional builders, managers, and centers to identify challenges, strategies, and successes in the application of ambidexterity. Participatory observations will be conducted to gain a more detailed understanding of day-to-day practices in curriculum management. In addition, document analysis including curriculum plans, meeting notes, and training materials will be used to complement an understanding of the context and strategies applied. It involves data encoding to find patterns, themes, and relationships between elements. These techniques enable researchers to develop in-depth and contextual insights into how ambidexterity is implemented in the management of internship curricula. Thus, this research aims not only to investigate but also to develop an ambidexterity-based curriculum management model that can be applied to other trainees.

3. FINDINGS AND DISCUSSION

Ambidexterity-based Curriculum Management Model

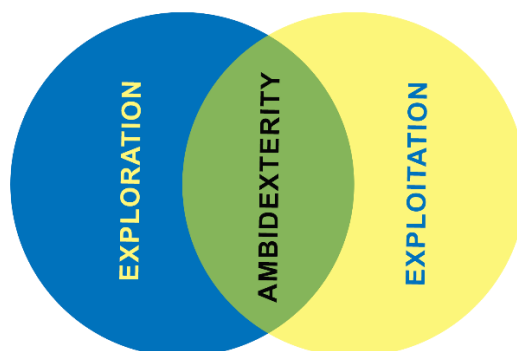
The implementation of ambidexterity in the curriculum in the Jalaluddin Ar-Rumi Territory led to the development of a balanced education between exploration and exploitation. Robert Duncan introduced the concept of ambidexterity in 1976 in his book entitled "The Ambidextrous Organization: The Design of Two Structures for Innovation". According to Duncan, ambidexterity is the ability of an organization to exploit existing capabilities when looking at new innovations. (Damanpour & Aravind, 2012). Relates to concepts such as efficiency, repetition, stability, reliability, low uncertainty, and high success rates. Meanwhile, exploration focuses on the discovery of new things and relates to lower efficiencies, experimentation, flexibility, error tolerance, high uncertainties, and low success rates (Lutfi, 2023).

The curriculum model must be able to describe a learning planning system that can academic goals and meet various standards of academic success (Ahmad Mawahibur Riski et al., 2024). A curriculum management model based on ambidexterity in a training context combines traditional and contemporary approaches. It accommodates classical learning with modern education such as science and technology. The curriculum is designed to preserve the religious and cultural values of the students while preparing them to face global challenges. The ambidexterity approach is implemented by integrating two main aspects of the exploration of innovation and the exploitation of existing capabilities.

Faizur, as the head of the region, reaffirmed that "the success of education that integrates ambidexterity into the curriculum has a great influence on the adaptation of the centri in the face of the challenges of the times. By applying ambidechtery, our centri can understand well the religious and cultural values of Islam and remain relevant to the changes taking place in the modern world."

K. Muhammad Al-Fayyadl, vice-builder, stated that "the best education is education that combines the dynamic movements of young children and the wisdom of the elderly, so as to try to integrate the perspectives and values of two different generations (young people and old people) in the educational process. It can produce an education that not only enhances skills and knowledge (exploration), but also instills principles and understanding."

Figure 1. Ambidexterity Concept



Implementation of Ambidexterity in Islamic Education

The implementation of Ambidexterity in the curriculum at the Nurul Jadid Residence in Jalaluddin Ar-Rumi Territory involves various forms of activities and approaches that integrate various aspects of learning. Here are some forms of implementation that have been implemented:

a. Exploration

1). Foreign Language Development Program (English, Mandarin)

The learning environment is a source of learning that has to do with learning achievement (Aminah, 2022). The Foreign Language Development Programme at the Nurul Jadid Residence in Jalaluddin Ar-Rumi Province is an initiative that focuses on exploring the central skills of English and Mandarin. Santri gained an in-depth understanding of listening, speaking, reading, and writing skills, as well as vocabulary and grammar through language environment optimization, learning, and the use of advanced technology. In addition, everyday communication activities using the language can optimize the accent of the language.

Observations show that the centri experienced a significant improvement in language speaking and writing skills. However, according to Afandi Azis, the head of the program, "there are some major obstacles, including resource constraints, tight schedule setting, and the creation of a linguistic environment outside the classroom. Maintaining motivation is also a challenge, especially if they are experiencing difficulties or do not see immediate benefits. To overcome this, effective management strategies and sustained efforts are needed to create an environment that supports and motivates the centers."

2). Information and Communication Technology Training (Design Grafis)

Learning activities aimed at improving mastery of information and communication technology include face-to-face learning that includes theory and practice, as well as field work, in which students apply their knowledge in field tasks independently or in groups. It means combining the learning experience with its application (Adisel & Pranayasa, 2020). In the graphic design program at the Nurul Jadid Islamic Boarding School Jalaluddin Ar-Rumi Territory unites the values of the presantren with modern digital skills. Santri is deeply familiar with the use of software such as Adobe Photoshop and Illustrator as well as graphic design techniques. They develop creativity through practical projects such as making posters, pamphlets, and designs for social media..

Mitsalul Hafid, Head of Santri Resources and Management, stated that "Leadership workshops have encouraged Santri to lead activities and manage time better. However, the obstacles encountered include difficulties in managing time effectively due to tight schedules, as well as the need for further

guidance in leadership duties. This shows the need to adapt training materials and additional support so that the Santri can make optimal use of the workshop."

3). Leadership and Time Management Workshop

Leadership and time management workshops at Nurul Jadid Islamic Boarding School Jalaluddin Ar-Rumi Territory are designed as a rich explorative step in developing essential skills for centri. Activities include discussion sessions on leadership concepts, effective time management strategies, and decision-making techniques. Santri is invited to participate in role simulations and challenging case studies, which deepen their understanding of the practical applications of the theories studied. (Ashoer et al., 2021). AFORMI organizations as a focal point for implementing the theory of leadership, managing, and making decisions in the form of activities or events in the party.

Mitsalul Hafid, Head of Santri Resources and Management said, "With the workshop, many Santri have taken the initiative to lead the activities and show better time management skills in organizing their study and worship schedules. However, there are some barriers to bear in mind. Among them, in the execution of leadership tasks and projects, centers may face the challenge of managing time effectively, especially if they have a tight study schedule and training activities. Furthermore, although the workshop aims to strengthen technical skills and soft skills, it is possible that some centers require more guidance or support in dealing with complex tasks and leadership roles. This could affect the effectiveness of the program and the need to adjust the training material or provide additional support so that all centers can make the most of the workshop."

4). Environmentally Friendly Programs Like Green Exercise

Environmental awareness is a consciousness of the importance of having a healthy, clean, and other environments (Sugiarto & Gabriella, 2020). Therefore, positive feelings about the environment can influence pro-environmental actions (Budiatman & Kurnia, 2021). It is implemented by Jalaluddin Ar-Rumi Territory that the path of this programme is initiative combining the principles of sustainability with the values of training. Santri was educated about the importance of environmental conservation and the implementation of environmentally friendly actions on a daily basis. Despite the new programmes and the need for further monitoring and evaluation, these innovations are quite significant. Where centers are engaged in activities such as tree planting, garbage management, and the use of renewable energy.

Based on an interview with Wahyuda, the Chief of Sanitation, "the sanitation program in the gym has been effective in changing the lifestyle of the center, through education on the importance of sanitation and environmental conservation, as well as training in garbage disposal. Santri is regularly engaged in environmental cleaning activities, including dormitory and classroom areas. However, the obstacles encountered included ensuring consistent center participation and ining their motivation to remain active in hygiene activities. Program managers need to continue to improve strategies to maintain the spirit of centralism and address the operational challenges that may arise."

b. Exploitation

1). Learning the Yellow Book, Arabic, and Religious Sciences.

Every aspect of Islam must be reinterpreted in order to develop in a new direction that is more consistent with the spirit of the computer and internet era. The main focus is to prevent the cultural mismatch caused by the inability to filter and adapt to the rapid flow of information in the digital age (Risidiana et al., n.d.). Therefore, the Jalaluddin Ar-Rumi Territory uses an ambidexterity exploitation approach in learning yellow books, Arabic languages, and religious sciences. While strengthening the traditional foundations by studying the yellow book and Arabic language, they also use modern learning techniques to accelerate understanding. Technology integration helped expand access to resources, such as digital translations and study recordings, enabling centers to exploit the heritage of religious science more efficiently.

Based on an interview with Azis of Tarbiyah Wa Ta'lim, "the integration of modern technology with traditional approaches to religious teaching has strengthened central understanding. The use of digital applications for yellow books and translations as well as YouTube media for learning Arabic

allows centers to access religious science more effectively and widely. However, the obstacles encountered include dependence on technology and potential difficulties in accessing the yellow book physically. Moreover, using digital media for Arabic may require adjustments to accommodate different levels of understanding of centers."

2). The use of technology for administration and online learning.

Customized and tailor-made media and technology can help all students learn better and reach their best potential. With internet-based media, students can have an optimal learning experience with a structured learning process (Meliani et al., 2021). As well as innovative strategies in public administration becomes essential to support the trainees in addressing the challenges of the times (Farhanuddin et al., 2023). Based on observations of the use of technology in Jalaluddin Ar-Rumi Territory for administration and online learning in the training showed an approach to exploiting ambidexterity by preserving traditional values, the training took advantage of a technology-based administration system to improve operational efficiency. Online learning allows students to access the material from anywhere, while remaining connected to the teachers.

Based on an interview with Azis, "the implementation of a structured and interactive online learning platform has made it easier for centers to access lesson materials and tasks. The use of online media such as Google Sheets and Google Drive for administration has proven effective in organizing and storing data. However, obstacles that may arise include the accessibility of technology for all centers and the need to ensure that every center can use the platform efficiently. To maximize the benefits of online platforms, technical issues such as unstable internet connections or problems with software usage also need to be addressed."

3). Traditional character development programs such as literacy and studies

Integration can shape the central character, making them individuals with integrity, wisdom, and compatibility in the conduct of religious and social life. (Marjuni & Iqbal, 2022). In the perspective of the exploitation of ambidexterity, Jalaluddin Ar-Rumi Territory has strengthened the traditional character development program through the hallucination and study using the values that have been tested from previous heritage. By preserving the authenticity of traditional methods, they also exploit modern tools, such as study recordings and social media platforms, to broaden their reach and impact. It enables the santri to strengthen their morality and spirituality as well as remain connected with contemporary reality.

Based on interviews with Faizur, the head of the region, "the ritual program and routine study in the gymnasium serves as a centre for effective social and religious activities. The program strengthens social and spiritual bonds and enhances communication and critical thinking skills through active discussion. However, obstacles may be encountered including ensuring the active participation of all stakeholders and managing group dynamics that can affect the effectiveness of discussion. Moreover, the delivery of material that is relevant and suitable for the daily needs of the centre requires continuous adjustment to remain effective."

4). Strengthening partnerships with alumni, surrounding communities, and religious institutions

The community's prosperity has taken away one of the roles of practitioners besides religious education (Juliyani, 2023). With an ambidexterity exploitation approach, Jalaluddin Ar-Rumi Province strengthens partnerships with alumni, surrounding communities, and religious institutions. Through modern communication technology to expand the network and gain external support. As well as holding regular meetings with alumni to share experiences and provide financial and non-financial support. Besides, they involve the community in activities such as general education, religious training through duty teachers, and other social activities.

Based on an interview with Faizur, the head of the region, "Routine alumni events, both virtual and physical, have strengthened relationships with alumni and built a network of partners around the gymnasium. Santri, who has achieved advances in the field of science, is also given a responsibility in the community, supporting the practical application of the knowledge acquired. However, the obstacles that may be faced include the effective coordination of alumni events, both in virtual and

physical formats, as well as ensuring that central assignments in society and partnership development proceed smoothly and have the expected positive impact.”

Table 1. Ambidexterity Activities in Training

NO	EXPLORATION	EXPLOITATION
1	Foreign Language Development Program (Inggris, Mandarin)	Learning yellow books, Arabic languages, and religious sciences.
2	Foreign Language Development Program (Inggris, Mandarin)	Use of technology for online administration and learning
3	Leadership and Time Management Workshop	Traditional character development programs such as literacy and studies
4	Environmentally friendly programs like green training	Strengthening partnerships with alumni, surrounding communities, and religious institutions

Performance Assessment and Implications to the Internship Curriculum

Evaluation of performance and implications for the trainees' curriculum refers to the process of assessing the effectiveness of implementing an ambidexterity-based management model. The main focus is to prevent the cultural mismatch caused by the inability to filter and adapt to the rapid flow of information in the digital age (Fauzi & Inayati, 2023). This is done to measure how far Wilyah Jalaluddin Ar-Rumi has managed to educational goals that include the development of traditional values and central readiness in the face of modern challenges. Implications of this evaluation include identifying strengths and challenges in the integration of innovation exploration and exploitation of existing capabilities.

Azis Ardiansyah, a member of Tarbiyah wa ta'lim welcomes the ambidexterity curriculum in the training program because it integrates traditional values with modern education, preparing the students to face challenges. However, Ardiansyah also voiced some concerns about the implementation of the ambidexterity curriculum. One is the potential reduction in the intensity and depth of traditional teaching due to the focus on modern education. We are concerned that the spiritual and religious values that are at the heart of post-training education may be discarded or forgotten in an effort to incorporate more modern subjects.

Table 2. Evaluation Form

NO	EVALUATION
1	Internal Evaluation
2	External Evaluation
3	Evaluation of Learning Outcomes
4	Stakeholder Evaluation

From the table it can be concluded that the form of performance evaluation carried out by the Jalaluddin Ar-Rumi Region and its implications for the curriculum covers several aspects: 1) Internal evaluation, which involves the use of instruments such as surveys, interviews, and observations to assess the extent to which the ambidexterity curricula are implemented, including an assessment of the integration between the exploration of innovation and the exploitation of existing capabilities. 2) External assessment, which compares the program with other educational standards and practices to provide an objective perspective on the suitability and excellence of the Curriculum. 3) Learning Outcome Assessment, that assesses the master's achievement in the aspects of exploration and exploitation through exams, evaluation of work, and evaluation on the skills taught, such as religious literacy, technological skills, and managerial skills. 4) Stakeholder assessments, involving the master,

teachers, parents and society, assessing satisfaction in the implementation of curricular ambitions, meeting their needs in the open forum, or obtaining feedback through an open forum.

Implications to the educational curriculum of the implementation of ambidexterity include a number of key aspects, including: 1) Improved integration of traditional values with modern education to meet the challenges of the times. 2) Development of educational strategies that are adaptive and responsive to environmental change. 3) Increased preparedness for the complexity and dynamics of the development of times. 4) Strengthening the identity of educators in providing holistic and relevant education for the future.

Discussion

Balancing Exploration and Exploitation in Curriculum Design

The ambidexterity-based curriculum in the Jalaluddin Ar-Rumi Territory emphasizes the need for a balanced approach between exploration and exploitation. While it aims to foster innovation and adaptability through exploration, it also ensures that existing educational strengths, such as traditional religious teachings, are effectively utilized.

Challenges in Implementing Ambidexterity in Education

The implementation of an ambidexterity-based curriculum presents several challenges. These include maintaining the depth and intensity of traditional teachings while incorporating modern educational practices, managing time effectively, and ensuring student motivation and participation in both explorative and exploitative activities.

Integration of Modern Education with Traditional Values

The curriculum model effectively integrates classical religious education with contemporary subjects like information technology and foreign languages. This integration prepares students to navigate modern challenges while staying rooted in their cultural and religious heritage.

Impact of Leadership and Environmental Programs on Student Development

Programs like leadership workshops and environmentally friendly initiatives play a significant role in developing essential life skills in students. However, these programs face challenges in terms of effective time management, consistent participation, and maintaining motivation.

Role of Technology in Enhancing Educational Efficiency

The use of technology in administration and online learning has improved operational efficiency and accessibility to educational resources. However, the reliance on technology also brings challenges, such as ensuring equitable access and addressing technical issues that may hinder the learning experience.

Evaluation of Ambidexterity Curriculum Implementation

The effectiveness of the ambidexterity-based curriculum is assessed through various forms of evaluation, including internal and external evaluations, learning outcomes, and stakeholder feedback. These evaluations help identify strengths and areas for improvement, ensuring that the curriculum meets educational goals and prepares students for the future.

Implications for Future Educational Strategies

The implementation of an ambidexterity-based curriculum has significant implications for educational strategies, including the need for continuous adaptation to changing environments, the integration of traditional and modern values, and the development of holistic education that prepares students for the complexities of the future.

4. CONCLUSION

The most important findings of this study show that ambidexterity-based curriculum management at Nurul Jadid's Residence, Jalaluddin Ar-Rumi Province, has successfully blended traditional values with contemporary curricular components. This approach enables the trainees to maintain a strong Islamic identity while improving their central adaptation to modern technological and scientific developments. The integration of religious values with contemporary curriculum innovations creates a dynamic and relevant learning environment to the demands of the times.

The theoretical implications of this research are that the concept of ambidexterity, which encompasses the exploration of innovation and exploitation of existing capabilities, can be effectively applied in the context of internship education. This approach offers a framework for developing a curriculum that not only preserves the authenticity of traditional values but also incorporates new elements that are relevant. This research expands understanding of how religious-based educational institutions can adapt their curricula to meet global demands without sacrificing their religious identities.

The limitations of this research include the potential to generalize the findings only for the context of Nurul Jadid's Hostel and may not be fully applicable to other hostels with different characteristics. This research also relies on observations and interview data, which may contain subjective bias. To obtain more comprehensive and relevant results, additional research is needed to see how ambidexterity is used in various training contexts and to overcome such limitations.

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