

Reframing Primary School Management through Glocalization: Integrating Religious Character and Global Citizenship Education

Hitta Alfi Muhimmah¹, Fiema Saadatul Ummah², Ali Fakhruddin³, Delfia Ikhlasiah Rahman⁴,
Supriyanto⁵, Nurhayati Mawaddah⁶, Ts.Syariffanor binti Hisman⁷
^{1,2,3,4,5,6}Universitas Negeri Surabaya, Surabaya, Indonesia
⁷Universiti Teknikal Malaysia Melaka, Melaka, Malaysia



DOI: <https://doi.org/10.46245/ijorer.v7i2.1350>

Sections Info

Article history:

Submitted: January 16, 2026
Final Revised: March 30, 2026
Accepted: March 30, 2026
Published: March 31, 2026

Keywords:

Curriculum Management;
Global Citizenship;
Glocalization; Primary School
Management; Religious
Character Education



ABSTRACT

This study reconceptualizes primary school management by advancing glocalization from a pedagogical notion to a structural governance paradigm that integrates religious character formation and global citizenship competence within a coherent system. Using a research and development design based on the ADDIE framework, the study involved systematic needs analysis, expert validation, pilot implementation, and multi-source evaluation through quantitative and qualitative approaches. The developed model achieved very high validity (95%) and strong practicality (90%), indicating both conceptual robustness and contextual feasibility. Empirical implementation produced measurable improvements in students' religious character (15.3%) and global competence (13.8%), with overall effectiveness ranging from 88% to 90%, demonstrating that integration operates at a systemic rather than symbolic level. Unlike conventional models that treat character education and global competence as fragmented or curriculum-bound elements, this study embeds both within school governance structures, positioning religiosity as the ethical foundation of leadership and global competence as the strategic orientation of institutional practices. By relocating integration from classroom-level intervention to organizational design, the study contributes to the advancement of value-based school governance theory and offers a scalable framework for addressing the persistent tension between local identity and global demands in contemporary education systems.

INTRODUCTION

Basic education constitutes the foundational stage of the education system and plays a strategic role in shaping students' character, values, and initial competencies (Bahri et al., 2025; Rozan Arkhan Daifullah et al., 2024; Sofyan & Sanusi, 2023). At this level, schools are not only responsible for the acquisition of fundamental knowledge and skills but also for the formation of moral, social, and ethical identities that influence students' long-term behavior and life orientation (Fresyam Antika Ajeng, 2024; qizi, 2025). In the contemporary global context, primary education is increasingly positioned as the starting point for developing ethically responsible and adaptive global citizens capable of engaging constructively within culturally diverse and interconnected societies (Dias, 2022; Pacho, 2020).

The acceleration of globalization has intensified demands for the integration of global competencies and 21st-century skills in primary education. Students are expected to develop critical thinking, cross-cultural communication, global awareness, and adaptive problem-solving abilities to respond to complex global challenges (Abdulganee et al., 2025; Rice-Stevenson, 2021). While international educational discourse strongly advocates for these competencies, the increasing global orientation in education has simultaneously raised concerns regarding the potential erosion of local, moral, and

religious values, particularly in contexts where such values constitute the core of societal identity.

In Indonesia, religious character education remains a central objective of primary education and is deeply rooted in national philosophical and policy frameworks (Alhamuddin et al., 2025; Fitriah et al., 2025). It serves as a foundation for developing moral integrity, ethical responsibility, and social awareness from an early age (Maksum et al., 2025). However, schools are increasingly confronted with a critical dilemma: how to foster global competence while maintaining the integrity of religious and local values. This tension reflects not merely a pedagogical issue but a structural challenge within school management systems (Jamil, 2023; Layli et al., 2023; Yulianto, 2024).

Recent studies (2024–2025) indicate that efforts to develop religious character and global competence remain fragmented. Some emphasize moral and religious formation without linking it to global competencies, while others promote global citizenship education with limited integration of local and religious values (Hall, 2024; Jamaluddin Hanapi & Amaluddin Amaluddin, 2025; Karim & Aman, 2024). More critically, these efforts are rarely institutionalized within school management frameworks, resulting in partial and inconsistent implementation at the primary school level. Consequently, ecoliteracy and value-based competencies are often treated as supplementary components rather than as foundational elements of educational governance.

Contemporary global education discourse highlights a shift in understanding school management from a purely administrative function to a strategic mechanism for embedding values into curriculum, instruction, and institutional culture (Bosio, 2024; Mukhidinovich, 2025). In Indonesia, this shift intersects with the implementation of the Merdeka Curriculum, which provides schools with greater autonomy to contextualize learning. However, recent evaluations reveal that such flexibility has not been matched by adequate managerial capacity, resulting in uneven implementation and weak alignment between religious character education and global competence development (Fauzan et al., 2023; Hasan et al., 2024; Muhamad Fadil Miftahudin et al., 2024). Religious values often remain at the level of symbolic or ritual practice, while global competencies are introduced in a fragmented and non-systemic manner (Adhikari, 2025; Surahman, 2024).

These conditions point to a significant managerial gap: the absence of a structured, value-based governance model capable of integrating religious character and global competence within a coherent system. Existing primary school management models remain largely procedural and compliance-oriented, lacking a transformative framework that aligns values, leadership, and instructional practices (Barokah et al., 2025; A. A. Putri et al., 2025). Without such integration, the potential of current educational reforms to produce meaningful and sustainable outcomes remains limited.

The concept of glocalization offers a relevant theoretical lens to address this gap. Glocalization emphasizes the dynamic interaction between global influences and local contexts, enabling the adaptation of global values without diminishing local identity (Alamuri & Aluvala, 2024; Li et al., 2025; Mihr, 2022). Within primary education, this perspective provides a foundation for integrating religious character education and global competence in a contextually grounded and systemically coherent manner. However, despite its growing prominence in broader educational discourse, the application of glocalization as an operational framework for primary school management remains underdeveloped.

Based on these considerations, this study aims to develop and empirically test a glocalization-based primary school management model that integrates religious character education and global competence within a unified governance framework. The novelty of this study lies in repositioning glocalization from a conceptual discourse into an operational management model that is both theoretically grounded and empirically validated. By doing so, the study contributes to the advancement of value-based school governance theory and provides a practical framework for strengthening primary education systems that are both culturally rooted and globally responsive.

RESEARCH METHOD

This study employed a research and development (R&D) approach to design, validate, and refine an elementary school management model integrating religious character education and global competence from a glocalization perspective. The R&D approach was selected because the study aimed not only to examine existing educational practices but also to develop a practical and empirically grounded management framework responsive to the contextual needs of primary schools.

The research was conducted in elementary schools located in Surabaya, selected through purposive sampling. Schools were chosen to represent diverse contexts, including differences in geographical location (urban-rural), institutional status (public-private), and socio-religious background. This variation was intended to ensure that the developed model reflects contextual diversity in Indonesian primary education.

The participants involved in the needs analysis and implementation phases consisted of 30 school principals and 20 teachers, who were directly engaged in school governance and curriculum implementation. In addition, 2 experts in educational management and curriculum studies participated in the model validation process. Participants were selected based on their professional roles, minimum years of experience (≥ 10 years), and active involvement in the implementation of the Merdeka Curriculum.

During the implementation phase, the model was piloted in 20 schools over a period of 3 months. Data were collected through interviews, observation, document analysis, and structured questionnaires measuring validity, practicality, and effectiveness. This multi-stage and multi-source data collection process ensured methodological rigor and strengthened the credibility of the model development.

The research design adopts the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation (Iqbal et al., 2024; SANCHEZ-GARCÍA et al., 2023). In the analysis stage, the needs for model development are identified through literature studies, field observations, and interviews with elementary school stakeholders. The design and planning stage focuses on developing a conceptual framework for a glocalization-based management model that encompasses principles, strategies, and procedures for integrating religious values and global insights into the school curriculum and culture (Moses Adeleke Adeoye et al., 2024).

The development stage was carried out by designing a prototype of a primary school management model based on religious character and global insight from a glocalization perspective. The prototype model was then validated by primary education experts, educational management experts, and education practitioners through focused group discussions (Sukarni & Marsini, 2025). The validity of the model was determined based on the assessment results using a five-point Likert scale questionnaire, which was converted into a percentage and classified according to validity level criteria, in Table 1:

Table 1. Criteria for Model Validity Level

| Validity Level | Score Range (%) |
|-------------------------|-----------------|
| Very Invalid | 24-43 |
| Kurang Valid Less Valid | 44-62 |
| Valid | 63-81 |
| Very Valid | 82-100 |

The validity level of the model is determined based on the percentage of scores from expert evaluations. The model is considered highly valid if it receives a score between 82%-100%, whereas a score below 44% indicates an inadequate level of validity and must be revised from the beginning (Kurniati & Wahira, 2024). The revised model is then implemented on a limited scale in several elementary schools through training and mentoring activities for principals and teachers. The evaluation stage aims to assess the practicality and effectiveness of the model. Practicality is measured through user satisfaction questionnaires filled out by principals and teachers, with the results analyzed using percentages and categorized according to the practicality level criteria, as shown in Table 2.

Table 2. Practicality Level Criteria of the Model

| Practicality level | Score Range (%) |
|----------------------------|-----------------|
| Very Practical | 80,01-100 |
| Practical | 60,01-80 |
| Low Practicality | 40,01-60 |
| Very Low Practicality | 21,01-40 |
| Extremely Low Practicality | 0-20 |

The practicality of the model is determined based on the results of a user satisfaction survey (school principals and teachers) using a five-point Likert scale, which is converted into a percentage (Kurniati & Wahira, 2024). Furthermore, the effectiveness of the model is evaluated by comparing the conditions before and after the implementation of the model on indicators of students' religious character and global competence, in Table 3.

Table 3. Criteria for Model Effectiveness Level

| Effectiveness Level | Score Range (%) |
|-----------------------------|-----------------|
| Very High Effectiveness | 80,01-100 |
| High Effectiveness | 60,01-80 |
| High Effectiveness | 40,01-60 |
| Very Low Effectiveness | 21,01-40 |
| Extremely Low Effectiveness | 0-20 |

The effectiveness of the model is measured based on the improvement of students' religious character indicators and global competence after the implementation of the model compared to the initial conditions (S. D. A. Putri et al., 2024). Effectiveness data were obtained through observation, questionnaires, and interviews, and then analyzed descriptively both quantitatively and qualitatively. The increase in scores after implementation indicates that the developed model is effective in supporting the management of elementary schools based on religious values and global insight.

The research subjects involved elementary school principals and teachers who were purposively selected to represent a variety of school contexts. The research instruments included interview guidelines, observation sheets, user response questionnaires, and expert validation instruments. Qualitative data were analyzed using thematic analysis,

while quantitative data were analyzed descriptively to describe the validity, practicality, and effectiveness of the model.

Through this procedure, the research is expected to produce an elementary school management model based on glocalization that is conceptually valid and empirically effective in supporting the development of students who are religious in character and globally competent.

RESULTS AND DISCUSSION

Results

Model and Instrument Validation

In the initial stage of the research, the definition and depiction of the model were carried out. In this stage, the process of defining and designing a glocalization-based elementary school management model was conducted. This stage resulted in a conceptual design of the model that is ready to be validated by experts. The developed model integrates the principles of transforming religious values, global awareness, and local wisdom contextualization into the main managerial components of the school. This integration is designed as a systemic framework that guides leadership practices, curriculum management, school culture, and partnerships. The conceptual representation of the model is presented in Figure 1:

Elementary School Management Model Based on Religious Character and Global Insight: A Glocalization Perspective

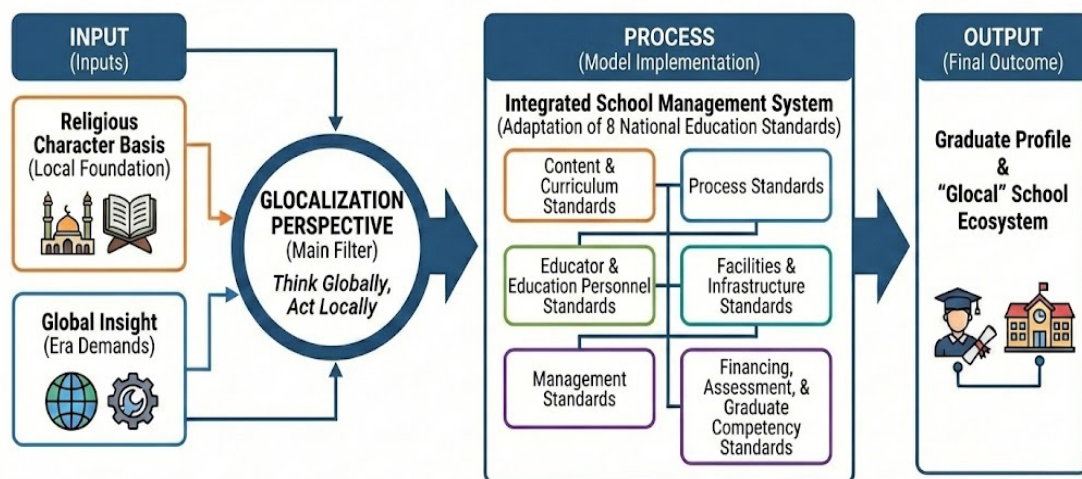


Figure 1. Conceptual model of primary school management based on religious character and global citizenship within a glocalization perspective, illustrating the relationships between input, process, and output components.

The image above depicts a primary school management model based on glocalization that integrates religious-local character and 21st-century global insight within a systemic framework. The model is arranged in an input–process–output flow, where the two main inputs are integrated through the perspective of glocalization as a conceptual lens.

At the process stage, the model adapts the National Education Standards (SNP) into the glocal academic core and glocal support system, which runs on the foundation of

Good School Governance and partnerships. The output of the model in the form of a religious-innovative school ecosystem and a profile of graduates with religious character, global competitiveness, and local roots, confirms that religious values and global competencies can be managed in an integrated manner through glocalization-based school management.

The development of an elementary school management model based on religious character and global insight from the glocalization perspective began with the preparation of research instruments, which included interview, observation, and questionnaire instruments. These instruments were used to collect data during the model validation and implementation stages. The validation results are shown in Table 4:

Table 4. Summary of Research Instrument Validation Results

| Instrument Type | Obtained Score | Maximum Score | Validity Percentage (%) | Category | Conclusion |
|-----------------|----------------|---------------|-------------------------|------------|------------------|
| Interview | 42 | 44 | 95.45% | Very Valid | Feasible for use |
| Observation | 39 | 40 | 97.50% | Very Valid | Feasible for use |
| Questionnaire | 46 | 48 | 95.83% | Very Valid | Feasible for use |

The validation results showed that all research instruments were in the very valid category. The interview instrument scored 42 out of a maximum score of 44 (95.45%), the observation instrument scored 39 out of 40 (97.50%), and the questionnaire instrument scored 46 out of 48 (95.83%). Based on the established validity criteria, these results indicate that all instruments have content suitability, clarity of indicators, and high usability in the research context. Therefore, the research instruments are declared feasible to be used in the model implementation stage.

In addition to the instruments, the management model developed also obtained very high validation results with an average score of 95%, indicating that the model's structure, the interrelationship between components, and its relevance to the primary school context have met the feasibility criteria. It can be concluded that this model is considered feasible to be implemented as a primary school management framework in integrating religious character education and global insight in a contextual and systematic manner.

Model Practicality

The practicality of the model was assessed through a user satisfaction questionnaire completed by the principals and teachers after the model was implemented on a limited basis in partner schools. The analysis results indicated that the model's practicality level reached 90%, which falls into the very practical category. These results show that the model is easy to understand, its implementation procedures are clear, and it is flexible to apply in various school conditions. Principals and teachers stated that the model provides systematic guidance in school management, particularly in integrating religious character values and global insights into managerial and learning activities.

Model Effectiveness

The effectiveness of the model was evaluated based on changes in indicators of students' religious character and global competence after the implementation of the model. The analysis results showed a significant increase in both indicators. Students' religious character increased by 15.3%, while global competence increased by 13.8% compared to the conditions before the model was implemented. The comparison is shown in Figure 2.

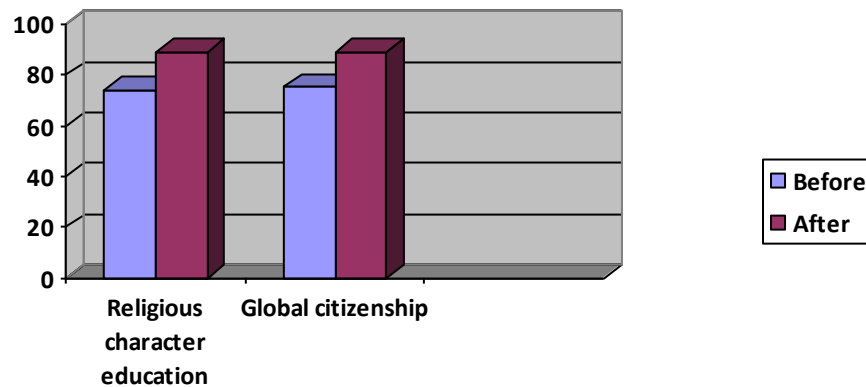


Figure 2. Student Indicator Improvement (Post-Implementation)

In addition, the overall effectiveness level of the model is in the range of 88–90%, indicating that the model is effective in creating a school environment that is religious, collaborative, and globally oriented. This improvement is reflected in students' behavior, which is more disciplined, honest, polite, socially caring, and shows a better understanding of global issues, cultural diversity, and environmental awareness.

Discussion

This research produced a primary school management model based on religious character and global insight within a glocalization perspective, developed to address the gap between strengthening moral-spiritual values and the demands of global competencies in primary education. The model provides a systematic and applicable managerial framework for primary schools to integrate religious values as an ethical foundation with global insight as a 21st-century competency orientation without eroding local identity. Developed through the ADDIE model, this model ensures a process based on needs analysis, structured conceptual design, expert validation, and empirical implementation evaluation.

Integration of Religious Values and Global Insights in Elementary School Management

The results of this study confirm that the main challenge of primary education in Indonesia does not lie in the absence of religious practices or global-minded activities, but rather in the school's inability to integrate these two aspects into a coherent management system. Preliminary findings indicate that the majority of primary schools have implemented religious habituation, yet these practices are still ritualistic and have not functioned as a value framework for managerial decision-making. This condition aligns with the findings of preliminary studies showing a low percentage of schools that have an integrated curriculum between religious values and global awareness (Lott, 2019; Pangestu & Sumadi, 2024; Sholihah & Zaenurrosyid, 2025).

This finding is reinforced by field study results showing that most school principals and teachers feel they do not have clear operational guidelines for managing the integration of religious and global values. This uncertainty leads to concerns about the erosion of local identity when schools adopt a global perspective (Chiang, 2020; Modise et al., 2023; Muh. Yusuf et al., 2025). Thus, this study confirms the existence of a conceptual and managerial gap in the management of primary education, particularly

regarding the balance between fostering religious character and developing global competencies.

Thus, a glocalization approach is used to address this dilemma. Glocalization allows religious values and local wisdom to serve as a moral foundation, while global insight functions as a competence orientation. These findings reinforce the argument that basic education can no longer separate character education from global education, but rather must integrate them within a systemic and sustainable management framework.

Model Design and Model Development

One of the principal contributions of this study is the development of a glocalization-based elementary school management model grounded in empirical needs analysis and systematically validated by experts. The validation findings indicate that both the research instruments and the conceptual framework achieved very high levels of validity, demonstrating strong alignment between the theoretical design and the managerial realities of primary schools. These results confirm that the model was not constructed solely from normative assumptions but was derived from contextual and field-based evidence.

This development directly addresses significant limitations in prior research. Earlier studies on religious character education have largely concentrated on classroom practices, moral habituation programs, or extracurricular religious activities without embedding these values into school governance structures. Consequently, religious values often remained symbolic and were not translated into leadership principles or institutional policy frameworks. On the other hand, research on global competence and global citizenship education has primarily emphasized curriculum reform and pedagogical strategies, frequently neglecting the integration of local cultural and religious foundations (Ilyas & Nispi Syahbani, 2025; Luthfi, 2024; Malizal, 2025). In several cases, such approaches resulted in fragmented implementation, where global-oriented initiatives were introduced without institutional mechanisms to ensure coherence with local identity and school culture.

By overcoming these fragmented tendencies, the present study offers a structurally integrated governance model that bridges the local-global divide at the management level. Rather than positioning religious character and global competence as parallel or competing agendas, the model institutionalizes their alignment within leadership practices, policy development, and organizational culture. This systemic integration represents a substantive advancement over previous approaches and reinforces the theoretical and practical relevance of glocalization within primary school management.

Conceptually, the developed model expands the Good School Governance framework by incorporating the dimensions of spirituality and global competence as core elements in school governance (Arsyad & IPB., 2019; PANG & CHAN, 2021). This integration reconstructs the previously administration-oriented school management approach into value-based management that places religiosity as the foundation of ethics and global insight as the strategic orientation for developing 21st-century competencies (Dhir, 2021; Ilyas & Nispi Syahbani, 2025; Nafisah et al., 2025). Thus, this model offers a managerial framework that is more relevant to the context of primary education in Indonesia amid global dynamics.

Furthermore, this model addresses the limitations of previous research, which generally tended to be partial and focused separately on either curriculum aspects or

learning practices (Damiani & Fraillon, 2025; Harahap et al., 2024). The findings of this study indicate that the integration of religious values and global insights can only be sustained if supported by a school management system that is holistic, value-based, and participatory. Therefore, the resulting model serves not only as a technical guide but also as a framework for transforming the governance of elementary schools toward educational practices that are contextual, rooted in local values, and globally oriented.

The Practicality of School Models and Cultural Transformation

Research findings indicate that the elementary school management model based on glocalization has a very high level of practicality, as reflected in the positive responses from principals and teachers. These results are in line with previous studies that emphasize that the sustainability of educational innovations at the school level is largely determined by ease of use and contextual suitability, rather than solely by the conceptual strength of the model (Alazmi, 2022; Capobianco & Cerrato, 2022). The clarity of the structure and the flexibility of model implementation allow education practitioners to adopt new managerial practices without disrupting school work routines, which is a key factor in the success of educational reform.

In addition to operational aspects, the implementation of the model also drives substantial school cultural transformation. There is a shift in the principal's leadership style towards a more participatory and value-based approach, in line with international findings showing that moral and value-based leadership can enhance organizational cohesion and teacher commitment (Gruenert & Whitaker, 2024; Muhimmah, 2020; Wilson Heenan et al., 2023). Teachers have also begun integrating global issues into learning grounded in religious values, reinforcing the argument that global competencies are more effectively developed when embedded in meaningful ethical and cultural contexts (Brown, 2019; Buck et al., 2023). These findings extend previous research by showing that the integration of religious values and global insights can be institutionalized through the school management system, not just through pedagogical innovations in the classroom.

Increased parental and community involvement also reinforces the evidence that a glocalization approach strengthens school-community partnerships. This is consistent with previous studies that emphasize the importance of school-community collaboration in building education that is sustainable and responsive to socio-cultural contexts (Jailani et al., 2025; Park et al., 2023). Thus, schools function as relational centers that harmoniously bridge local religious values with global perspectives.

Effectiveness of the Model on Students' Religious Character and Global Competence

The effectiveness of the model is reflected in the significant improvement in students' religious character and global competence after implementation. These findings are in line with international evidence showing that a comprehensive whole-school approach has a stronger and more sustainable impact compared to partial or fragmented interventions (Hymans, 2023; Wayne J. Urban, Jennings L. Wagoner, Jr., 2019). The results of this study also support the global competence framework, which positions ethical and moral foundations as prerequisites for responsible global participation (Tan, 2024).

Conceptually, this study's findings affirm that religious character education and the development of global competence are not two opposing orientations, but rather dimensions that reinforce each other when managed through a glocalization framework.



Religious values serve as the foundation for ethics and character formation, while a global perspective broadens students' viewpoints, empathy, and capacity to adapt to the dynamics of the world. These findings strengthen the theory of glocalization in education, which emphasizes the need to integrate local identity and global demands within the education system (Aryani et al., 2025; Rohili et al., 2025).

The main novelty of this research lies in positioning glocalization as a paradigm for primary school management, rather than merely a curriculum or pedagogical approach. Unlike previous international studies that tend to treat religious character education and global citizenship education separately or partially, this study demonstrates that integrating both can be systematically achieved through value-based school management design. By incorporating religiosity and global competence as the foundation of school governance, this research expands the concept of value-based school management and provides a practical operational model for primary education in multicultural and religious contexts. Thus, this study not only contributes to enriching the international literature on educational glocalization but also offers a management framework that can be replicated and adapted in various global education contexts.

CONCLUSION

This study reinforces the central thesis that glocalization is not merely a pedagogical approach but a structural governance paradigm capable of producing systemic coherence in primary education. The findings underscore that the integration of religious character education and global competence becomes effective only when embedded within a value-based management framework that aligns leadership, curriculum, school culture, and assessment. In this configuration, moral-spiritual values serve as the ethical foundation, while global competence provides strategic direction, enabling schools to move beyond fragmented practices toward a coherent and sustainable institutional system. Thus, the study affirms that glocalization, when operationalized at the governance level, offers a viable pathway for harmonizing local identity with global responsibility in primary education.

This study is limited by its contextual scope, as the model was developed and tested within a specific primary school setting, which may restrict the generalizability of the findings. In addition, the implementation period was relatively short, limiting the ability to assess long-term institutional transformation and sustainability. The study also focuses primarily on structural design, with less emphasis on the dynamic role of leadership practices in mediating implementation processes.

Future studies are recommended to conduct longitudinal and multi-site investigations to examine the sustainability and scalability of the model across diverse educational contexts. Further research should also explore the role of leadership mediation, policy integration, and cultural variation in strengthening the effectiveness of glocalization-based school governance. Expanding this line of inquiry will be essential to validate the model as a transferable framework and to position it within broader global discussions on value-based educational reform.

ACKNOWLEDGEMENTS

Acknowledgements of people, grants, funds, etc should be placed in a separate section not numbered at the very end of the paper.

REFERENCES

- Abdulganee, I., Abu, S., Awah, L. C., Akande, I. J., Koranteng, U., & Umekwe, E. (2025). Rethinking Nigeria's Basic Education Curriculum for the Future Amidst Global Competency Standard: Integrating 21st-Century Skills. *Journal of Global Research in Education and Social Science*, 19(4). <https://doi.org/10.56557/jogress/2025/v19i49662>
- Adhikari, D. (2025). Foundations of Education in Nepal: Local Values in School Governance Practices. *NPRC Journal of Multidisciplinary Research*, 2(8). <https://doi.org/10.3126/nprcjmr.v2i8.83856>
- Alamuri, S., & Aluvala, R. (2024). Glocalization: an analysis into it's conceptual and strategic underpinnings. *Brazilian Journal of Development*, 10(5). <https://doi.org/10.34117/bjdv10n5-031>
- Alazmi, H. S. (2022). Leveraging international experts' perspectives to reframe citizenship in Social Studies Curriculum during the globalisation era: shifting to a global citizenship education. *Globalisation, Societies and Education*, 20(3). <https://doi.org/10.1080/14767724.2021.1932434>
- Alhamuddin, A., Murniati, A., M. Syukri Ismail, & Imam Pamungkas. (2025). Contextualizing Luqman's Wisdom in Qur'anic Character Education within the Indonesian Curriculum. *Indonesian Journal of Islamic Education Studies (IJIES)*, 8(1). <https://doi.org/10.33367/ijies.v8i1.7206>
- Arsyad, A., & IPB., P. (2019). *Kritik dan saran untuk peningkatan mutu pelayanan pendidikan Kota Bogor*. IPB Press.
- Aryani, L. A., Silpi, E., & Sari, H. P. (2025). Globalisasi dan Transformasi Pendidikan Islam: Menyongsong Era Digital. *Jurnal IHSAN Jurnal Pendidikan Islam*, 3(2). <https://doi.org/10.61104/ihsan.v3i2.931>
- Bahri, S., Fauzi, A., & Zaini, B. (2025). Strengthening Character Education Through Behaviorist Approaches: Strategic Management in Shaping Students' Ethics and Morality. *Journal of Educational Management Research*, 4(5). <https://doi.org/10.61987/jemr.v4i5.1203>
- Barokah, A. I., Yuliana, L., & Raharja, S. (2025). Developing a community-based academic supervision model: A strategic reform for enhancing professional learning in Indonesian primary schools. *European Journal of Sustainable Development Research*, 9(4). <https://doi.org/10.29333/ejosdr/16862>
- Bosio, E. T. (2024). Ethical Global Citizenship Education. In *Ethical Global Citizenship Education*. <https://doi.org/10.1017/9781009326742>
- Brown, N. (2019). *Internationalizing Early Childhood Curriculum*.
- Buck, G. A., Dimitrieska, V., & Akerson, V. L. (2023). *Internationalizing Rural Science Teacher Preparation: Action Research for Global Competency*. Springer International Publishing.
- Capobianco, R., & Cerrato, M. (2022). Global citizenship education: The competencies of teachers to promote the 2030 agenda through civic education. *Formazione & Insegnamento*, XX - 2 - 2(Vol. 20 No. 2 (2022): In Dialogue: Places for Sustainable Education).
- Chiang, T. H. (2020). Is cultural localization education necessary in epoch of globalization?: An analysis of the nature of state sovereignty. In *Handbook of Education Policy Studies: Values, Governance, Globalization, and Methodology, Volume 1*. https://doi.org/10.1007/978-981-13-8347-2_15



- Damiani, V., & Fraillon, J. (2025). Civic and citizenship education, global citizenship education, and education for sustainable development: an analysis of their integrated conceptualization and measurement in the international civic and citizenship education study (ICCS) 2016 and 2022. *Large-Scale Assessments in Education*, 13(1). <https://doi.org/10.1186/s40536-025-00237-y>
- Dhir, H. K. (2021). *Barriers for Teaching 21st-Century Competencies and the Impact of Digitalization*. IGI Global.
- Dias, M. de O. (2022). Curriculum Reform in Brazilian Primary Education: Creating Global Citizens. *British Journal of Education*, 10(16). <https://doi.org/10.37745/bje.2013/vol10n162340>
- Fauzan, F., Ansori, R. A. M., Dannur, M., Pratama, A., & Hairit, A. (2023). The Implementation of the Merdeka Curriculum (Independent Curriculum) in Strengthening Students' Character in Indonesia. *Aqlamuna: Journal of Educational Studies*, 1(1). <https://doi.org/10.58223/aqlamuna.v1i1.237>
- Fitriah, U. L., Setyosari, P., Mas'ula, S., Anggraini, A. E., Faizah, S., Mardhatillah, M., & Kusumaningrum, S. R. (2025). Developments of Religious Character Education in Primary Schools in The Last Five Years. *Journal of Innovation and Research in Primary Education*, 4(3). <https://doi.org/10.56916/jirpe.v4i3.1426>
- Fresyam Antika Ajeng. (2024). Moral Education as a Foundation for the Formation of Students' Character. *International Journal of Islamic Educational Research*, 1(3). <https://doi.org/10.61132/ijier.v1i3.42>
- Gruenert, S., & Whitaker, T. (2024). *School Culture Rewired: Toward a More Positive and Productive School for All*. ASCD.
- Hall, T. (2024). Amplifying Religious Literacy Education through the Frameworks of Global Competence. *Journal of Educational & Psychological Research*, 6(3). <https://doi.org/10.33140/jep.06.03.01>
- Harahap, R., Adi, P. N., Nurdianti, A., & Saragih, S. Z. (2024). Analysis of Global Citizenship Education (GCE): Challenges and Opportunities of Realizing Global Citizenship Education. *JED (Jurnal Etika Demokrasi)*, 9(1). <https://doi.org/10.26618/jed.v9i1.14197>
- Hasan, H., Lesmawan, I. W., & Suastra, I. W. (2024). Implementasi Kurikulum Merdeka Pada Sekolah Dasar Systematic Literature Review. *Equilibrium: Jurnal Pendidikan*, 12(3). <https://doi.org/10.26618/equilibrium.v12i3.15652>
- Hymans, M. (2023). *Whole-School Strategies for Anger Management: Practical Materials for Senior Managers, Teachers and Support Staff*. Taylor & Francis.
- Ilyas, & Nispi Syahbani. (2025). Reconstructing School and Madrasah Management through the Integration of Values, Transformational Leadership, and Curriculum Innovation. *Journal of Educational Management Research*, 4(2). <https://doi.org/10.61987/jemr.v4i2.894>
- Iqbal, M., Zulfikar, T., & Silahuddin, S. (2024). Curriculum Development Model of Islamic Education Based On the MB-KM Program. *International Journal of Innovative Research in Multidisciplinary Education*, 03(06). <https://doi.org/10.58806/ijirme.2024.v3i6n05>
- Jailani, M., Indrojiono, F., Anwar, H., & Irwandi, I. (2025). Community Participation in the Application of Educational Policies to Improve Learning Outcomes in Rural Areas. *Asian Journal of Applied Education (AJAE)*, 4(3). <https://doi.org/10.55927/ajae.v4i3.14757>
- Jamaluddin Hanapi, & Amaluddin Amaluddin. (2025). Implementasi Pendidikan Agama



- Islam Berbasis Kearifan Lokal Dalam Konteks Global. *Journal of Humanities, Social Sciences, and Education*, 1(3). <https://doi.org/10.64690/jhuse.v1i3.204>
- Jamil, A. (2023). Analysis of Islamic Religious Education in Responding to the Challenges of Globalization. *AFKARINA: Jurnal Pendidikan Agama Islam*, 8(2). <https://doi.org/10.33650/afkarina.v8i2.9402>
- Karim, S., & Aman, K. (2024). Preparing Younger Generations for a Global Future. In *The Routledge International Handbook of Life and Values Education in Asia*. <https://doi.org/10.4324/9781003352471-29>
- Kurniati, A., & Wahira, W. (2024). Pengembangan Model Manajemen Kurikulum Pendidikan Anak Usia Dini Berbasis Kearifan Lokal Budaya Buton. *Murhum : Jurnal Pendidikan Anak Usia Dini*, 5(2). <https://doi.org/10.37985/murhum.v5i2.1015>
- Layli, F., Shidiq, G. A., & Qomariah, N. (2023). Local Wisdom-Based Character Education for Facing Globalization Strategic Issues in The Digital Era in Primary School Student. *IJCAR: Indonesian Journal of Classroom Action Research*, 1(1). <https://doi.org/10.53866/ijcar.v1i1.357>
- Li, Z., Waquet, A., & Campillo, P. (2025). The Glocalization of Sport: A Research Field for Social Innovation. *Social Sciences*, 14(1). <https://doi.org/10.3390/socsci14010020>
- Lott, E. J. (2019). *Vision, Tradition, Interpretation: Theology, Religion and the Study of Religion*. De Gruyter.
- Luthfi, A. (2024). Character Education Through Integration Of Local And Global Values. *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam*, 7(2). <https://doi.org/10.34005/tahdzib.v7i2.4220>
- Maksum, G., Muhtolib, Mahmurudin, Sulaeman, Pertiwi, W., Gazali, H. A., Husna, R., Jannah, Z., Supriadi, A., Istiqomah, Attamimi, M., Fahmi, A. S., Ali, S., & Srihati, D. (2025). Religious values as foundations of education: Insights from teachers' perspectives. *Research Journal in Advanced Humanities*, 6(3). <https://doi.org/10.58256/tb06n075>
- Malizal, Z. Z. (2025). Islamic Education and Globalization: Curriculum, Identity, and Digital Integration. *Sinergi International Journal of Islamic Studies*, 3(2). <https://doi.org/10.61194/ijis.v3i2.711>
- Mihr, A. (2022). *The Glocal Between the Local and the Global*. https://doi.org/10.1007/978-3-031-02108-4_2
- Modise, M., Fonsén, E., Heikka, J., Phatudi, N., Bøe, M., & Phala, T. (2023). *Global Perspectives on Leadership in Early Childhood Education*. Helsinki University Press.
- Moses Adeleke Adeoye, Kadek Adrian Surya Indra Wirawan, Made Shania Satya Pradnyani, & Nyoman Intan Septiarini. (2024). Revolutionizing Education: Unleashing the Power of the ADDIE Model for Effective Teaching and Learning. *JPI (Jurnal Pendidikan Indonesia)*, 13(1). <https://doi.org/10.23887/jpiundiksha.v13i1.68624>
- Muh. Yusuf, Saprin, & Syarifuddin Ondeng. (2025). Pergeseran Nilai Dalam Kehidupan Sosial Budaya Dan Pendidikan. *Jurnal Pendidikan dan Keguruan*, 3(8).
- Muhamad Fadil Miftahudin, Nazwa Tazkiyatun Nufus, & Tatu Hilaliyah. (2024). Evaluasi Implementasi Kurikulum Merdeka dalam Praktik Pembelajaran Sekolah di Indonesia. *Jurnal Sadewa : Publikasi Ilmu Pendidikan, Pembelajaran Dan Ilmu Sosial*, 3(1). <https://doi.org/10.61132/sadewa.v3i1.1473>
- Muhimmah, H. A. (2020). Manajemen Peserta Didik Inklusif. In *Sahabat Pena Kita* (1st ed.).



- Mukhidinovich, S. A. (2025). Innovative Management In Higher Education And The Balance Of Global-National Values In Youth Education: South Korean Models. *European International Journal of Pedagogics*, 5(3). <https://doi.org/10.55640/eijp-05-03-41>
- Nafisah, S., Sunarto, S., & Mazlan, N. A. (2025). Strategic Management in Islamic Education for 21st Century Skills Development. *Lembaran Ilmu Kependidikan*, 54(2). <https://doi.org/10.15294/lik.v54i2.21547>
- Pacho, T. O. (2020). *Global Citizenship Education in the Era of Globalization*. <https://doi.org/10.4018/978-1-7998-5268-1.ch016>
- PANG, N. S. K., & CHAN, P. W. K. (2021). *School Governance in Global Contexts: Trends, Challenges and Practices*. Taylor & Francis.
- Pangestu, W. T., & Sumadi, C. D. (2024). Student habituation program in elementary school: The orientation of cocurricular activities in developing characters of pancasila students. *BIO Web of Conferences*, 146. <https://doi.org/10.1051/bioconf/202414601072>
- Park, M., Kim, J., & Chai, Y. (2023). The Effects of the School-Family-Community Partnerships on Students' Outcomes. *Korean Educational Research Association*, 61(1). <https://doi.org/10.30916/kera.61.1.293>
- Putri, A. A., Tsania, A. R., Sundari, M. A., Hermayanti, R. A., Handayani, S. R., & Prihantini, P. (2025). Transformasi Pengelolaan Pendidikan Sekolah Dasar: Menghadapi Tantangan Globalisasi dan Teknologi. *Indo-MathEdu Intellectuals Journal*, 6(1). <https://doi.org/10.54373/imeij.v6i1.2530>
- Putri, S. D. A., Sumarsono, R. B., Sunarni, S., & Maisyaroh, M. (2024). Manajemen Pendidikan Karakter Berbasis Kearifan Budaya Lokal Masyarakat Samin dalam Menghadapi Era Globalisasi. *JAMP : Jurnal Administrasi Dan Manajemen Pendidikan*, 7(1). <https://doi.org/10.17977/um027v7i12024p77>
- qizi, G. N. N. (2025). The Impact of Universal Educational Activities on The Formation of Moral, Aesthetic, And Labor Education. *International Journal of Pedagogics*, 5(7). <https://doi.org/10.37547/ijp/volume05issue07-13>
- Rice-Stevenson, R. (2021). *Integrating 21st Century Competencies Into a Digital Teaching and Learning Model*. <https://doi.org/10.4018/978-1-7998-8310-4.ch006>
- Rohili, I., Al-Hakim Musthafa, L., Saepulmilah, C., Rahmat, M., Samsul Arifin, B., Hasanah, A., & Permana, D. (2025). Core Ethical Values Pendidikan Karakter (Berbasis Nilai-Nilai Budaya). *Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan)*, 7(2). <https://doi.org/10.52005/belaindika.v7i2.354>
- Rozan Arkhan Daifullah, Hashim Al Ash Hari, & Gusmaneli Gusmaneli. (2024). Peran Dasar-Dasar Kependidikan dalam Pengembangan Karakter dan Kepribadian Siswa. *Jurnal Sadewa: Publikasi Ilmu Pendidikan, Pembelajaran Dan Ilmu Sosial*, 2(4). <https://doi.org/10.61132/sadewa.v2i4.1369>
- Sanchez-García, J. R., Galeana-Victoria, L. G., Flores-Azcanio, N. P., & Sánchez-Vázquez, E. (2023). ADDIE model as a methodology for the design of distance courses. *Revista de Tecnología Informática*. <https://doi.org/10.35429/jit.2023.30.10.16.26>
- Sholihah, H., & Zaenurrosyid, A. (2025). Curriculum Design Based on Pesantren Values and Learning Models at MI Tarbiyatul Islamiyah Pati and SD Daarul Quran Semarang. *As-Sibyan*, 8(1). https://doi.org/10.52484/as_sibyan.v8i1.934
- Sofyan, F. S., & Sanusi, A. R. (2023). Relevance Compulsory Learning in Basic Education,



- Pancasila Students and The Golden Generation of Indonesia in 2045. *Journal Civics and Social Studies*, 7(1). <https://doi.org/10.31980/civicos.v7i1.2969>
- Sukarni, S., & Marsini, M. (2025). Development of Social Studies Curriculum Integrating Local and Global Contexts for Character Strengthening. *Juwara: Jurnal Wawasan Dan Aksara*, 5(1). <https://doi.org/10.58740/juwara.v5i1.502>
- Surahman, S. (2024). Analisis Implementasi Kurikulum dalam Manajemen Pendidikan Islam: Perspektif Lokal dan Global. *Journal of Social Science and Humanities Research*, 2(2). <https://doi.org/10.56854/jsshr.v2i2.283>
- Tan, C. (2024). An ethical foundation of global competence and its educational implications. *Globalisation, Societies and Education*. <https://doi.org/10.1080/14767724.2024.2341098>
- Wayne J. Urban, Jennings L. Wagoner, Jr., M. G. (2019). *American Education: A History*. Routledge.
- Wilson Heenan, I., De Paor, D., Lafferty, N., & Mannix McNamara, P. (2023). The Impact of Transformational School Leadership on School Staff and School Culture in Primary Schools – A Systematic Review of International Literature. In *Societies* (Vol. 13, Issue 6). <https://doi.org/10.3390/soc13060133>
- Yulianto, K. (2024). Analysis of Islamic Religious Education in Responding to the Challenges of Globalization. *AFKARINA: Jurnal Pendidikan Agama Islam*, 9(1). <https://doi.org/10.33650/afkarina.v9i2.9400>

***Hitta Alfi Muhimmah (Corresponding Author)**

State University of Surabaya
Jl. Lidah Wetan, Lakarsantri, Surabaya, East Java, 60213, Indonesia
Email: hittamuhimmah@unesa.ac.id

Fiena Saadatul Ummah

State University of Surabaya
Jl. Lidah Wetan, Lakarsantri, Surabaya, East Java, 60213, Indonesia
Email: fienaummah@unesa.ac.id

Ali Fakhruddin

State University of Surabaya
Jl. Lidah Wetan, Lakarsantri, Surabaya, East Java, 60213, Indonesia
Email: alifakhruddin@unesa.ac.id

Delfia Ikhlasiah Rahman

State University of Surabaya
Jl. Lidah Wetan, Lakarsantri, Surabaya, East Java, 60213, Indonesia
Email: delfiarahman@unesa.ac.id

Supriyanto

State University of Surabaya
Jl. Lidah Wetan, Lakarsantri, Surabaya, East Java, 60213, Indonesia
Email: supriyanto@unesa.ac.id

Nurhayati Mawaddah

State University of Surabaya
Jl. Lidah Wetan, Lakarsantri, Surabaya, East Java, 60213, Indonesia
Email: nurhayati.21141@mhs.unesa.ac.id

Ts. Syariffanor binti Hisman

Universiti Teknikal Malaysia Melaka
Hang Tuah Jaya, 76100 Durian Tunggal, Melaka, Malaysia
Email: syariffanor@utem.edu
