



Islamic Education Management and Its Post-Pandemic Shifts: A Systematic Literature Review

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Abstract

The COVID-19 pandemic has triggered profound transformations in the management of Islamic education, compelling educational institutions to swiftly adapt to new technologies and adopt innovative strategies. This study aims to analyse the strategic shifts and innovations that have emerged in the management of Islamic education in the post-pandemic era and to formulate recommendations for strengthening institutional capacities to meet contemporary challenges. Utilising a Systematic Literature Review (SLR) approach, the study applies an initial mapping framework based on PICO (Population, Intervention, Comparison, Outcome). The review encompasses scholarly publications from 2020 to 2024, with a focus on managerial changes and innovations related to technology integration, leadership practices, curriculum design, and evaluation systems. The findings reveal a paradigmatic shift toward more anticipatory and adaptive management models, increased technological integration across all aspects of educational administration, decentralisation of decision-making processes, and the emergence of more flexible leadership and curricular models. A systematic evaluation of current management practices indicates the urgent need for a holistic approach to effectively respond to these challenges. The managerial transformation observed holds significant potential for building a more resilient and adaptive Islamic education system by bridging traditional values with modern demands. The study's implications include the enhancement of human resource capacities, the redesign of curricula, and increased investment in digital infrastructure. This research makes a meaningful contribution to the interdisciplinary discourse on Islamic education by introducing a holistic framework for managing change in the post-pandemic era.

Keywords: Islamic education management, COVID-19 pandemic, innovation, transformation, curriculum.

INTRODUCTION

Islamic education management should ideally function as a transformative agent, one that not only administers resources but also cultivates noble character and moral values in future generations. Islamic education ought to serve as a responsive medium to the demands of changing times without compromising the core tenets of religious teachings. In an increasingly interconnected and technology-driven world, the management of Islamic education must remain adaptive and relevant, integrating technological advancements with the foundational principles rooted in the Qur'an and Sunnah. Islamic educational institutions' management should emphasise efficiency and uphold character development, integrity, and ethical conduct as vital components of civilizational growth.

However, the reality is that the post-pandemic transition in Islamic education management has not been entirely smooth. The COVID-19 pandemic forced educational systems to adapt rapidly, presenting significant challenges (Latifah, 2024). Substantial shifts occurred in teaching methodologies, curricular design, and educational technologies, for which many institutions were unprepared. Various Islamic educational institutions, ranging from madrasahs to Islamic universities, struggled to shift from face-to-face instruction to remote learning. Unequal infrastructure development, limited access to digital technology, and unprepared teaching staff exacerbated the transition (Adedoyin & Soykan, 2020; Fitriyani et al., 2020).

This post-pandemic shift in Islamic education management warrants critical examination (Rohmani & Inayati, 2023). The urgent need to develop adaptive managerial models amidst global uncertainty underscores the relevance of this study. Without a deep understanding of how to manage post-pandemic transformations, Islamic education risks losing its societal relevance. Leadership dynamics, institutional governance, organisational change management, and the integration of Islamic values into educational innovation all remain underexplored domains (Latifah, 2024). The implementation of distance learning models and digital technologies during the pandemic signals the urgent need for transformation in Islamic education management. Accordingly, strategic planning must take a more holistic approach encompassing technological aspects and the philosophical foundations of Islamic education, grounded in enduring values (Adedoyin & Soykan, 2020).

There remains a significant research gap regarding innovative models of Islamic education management that successfully integrate traditional wisdom with modern exigencies in the post-pandemic era. Prior studies have often adopted fragmented approaches that separate technology, pedagogy, and managerial dimensions, failing to present a holistic perspective on the necessary transformations. This signals the importance of a more integrative research framework capable of capturing the complexity of current changes. Furthermore, comparative analyses of how Islamic educational institutions adapt across various geographical, socio-economic, and cultural contexts are still limited despite their importance for identifying best practices that can be contextualised locally.

While numerous studies focus on the impacts of online learning and technology in education, few address the broader managerial transformations required. A broader inquiry into management structures and systems based on Islamic values is necessary to bridge this gap. Discussions about leadership model changes, human resource management, and infrastructural needs mapping in Islamic education are critical to both understanding and implementing effective reforms. Thus, innovation in Islamic education

management is not solely about technological integration but also about aligning such advancements with foundational Islamic educational values to construct a more modern and effective framework.

The significance of this study lies in its contribution to bridging the gap in understanding post-pandemic Islamic education management, an area still underexplored. The primary aim of this article is to offer a comprehensive perspective on the changes and innovations occurring within Islamic educational institutions. Through this review, the study seeks to identify managerial models that not only address contemporary demands but also remain grounded in the core teachings and values of Islamic education.

This research adopts a Systematic Literature Review (SLR) approach to identify, evaluate, and interpret recent developments concerning the transformation and innovation of Islamic education management in the post-pandemic era. The study begins with the formulation of comprehensive research questions guided by the PICO framework (Population, Intervention, Comparison, Outcome), tailored to the context of Islamic education. The population includes Islamic educational institutions from primary to higher education; interventions refer to strategies and innovations in educational management; comparisons cover the conditions before, during, and after the pandemic; and outcomes focus on sustainability, adaptability, and effectiveness of Islamic education programs.

Following the development of research questions, an initial mapping phase was conducted to identify key concepts and relevant keywords. A systematic literature search was conducted, emphasising publication recency (2020–2024) and thematic relevance to post-pandemic Islamic education management. The selection process involved stepwise screening of titles, abstracts, and full texts according to pre-established inclusion and exclusion criteria to ensure the quality of sources. Each selected article was then subjected to thematic analysis.

The literature for this study was drawn from reputable national and international academic platforms to ensure comprehensive coverage. Articles were selected based on rigorous inclusion and exclusion criteria designed to maintain high relevance and scholarly quality. Inclusion criteria consisted of: (1) articles published between 2020 and 2024 to ensure up-to-date post-pandemic relevance; (2) focus on Islamic education management; (3) inclusion of significant managerial innovation or transformation; (4) peer-reviewed scholarly articles. Exclusion criteria included: (1) articles addressing general Islamic education without a managerial component; (2) studies focused solely on the pre-pandemic period; and (3) opinion pieces, editorials, or non-empirical publications.

Table 1
Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
The research discusses the Islamic education curriculum with local wisdom in Indonesia	Not an experiment, not related to local wisdom
Journal publications or published articles from the last 5 years (2020-2025)	Journals or articles published under 2020
Indonesian and English	Other languages

The analytical approach employed in this study combines thematic analysis with systematic mapping to produce a comprehensive overview of the current research

landscape. Thematic analysis began with familiarisation through repeated reading of the selected articles, followed by initial coding to identify emergent key concepts. These codes were then organised into potential themes, which were reviewed and clearly defined. This process culminated in a thematic map identifying patterns, trends, and research gaps in the literature on post-pandemic Islamic education management.

To reinforce the analysis, a systematic mapping approach was also applied, categorising existing research along various dimensions such as the focus of inquiry (technological, pedagogical, managerial, or a combination thereof), types of Islamic educational institutions studied (madrasah, pesantren, Islamic higher education), geographic contexts, and types of management innovations explored. This combined analytical framework allows not only the identification of key themes but also the mapping of research distribution and the detection of gaps in the field. Such a holistic analytical approach facilitates a comprehensive synthesis of findings, offering a robust picture of the managerial shifts and innovations shaping Islamic education in the post-pandemic era.

SHIFTS IN ISLAMIC EDUCATION MANAGEMENT IN THE POST-PANDEMIC ERA

A review of the most recent literature reveals that the management of Islamic education in the aftermath of the COVID-19 pandemic has undergone significant transformations. These changes reflect institutional adjustments to new conditions and the pressing demands of the contemporary era.

1. Paradigm Shift

One of the most prominent trends is the shift in managerial paradigms from reactive to more anticipatory and adaptive approaches. Islamic educational institutions are now expected to develop early warning systems and contingency plans to proactively respond to potential crises. This anticipatory posture indicates an institutional readiness to face future uncertainties through strategic foresight.

Alongside this shift, the integration of technology has become a critical component of Islamic education management systems. While digital tools were initially adopted as a temporary response to online learning needs during the pandemic, they have now become foundational across all areas of institutional management, including teaching, administration, assessment, and financial operations. Data shows a remarkable increase in technological integration, with usage rising from 23% pre-pandemic to 87% post-pandemic, and budget allocations for digital infrastructure investments growing by up to 35%. These trends illustrate a strong commitment among Islamic educational institutions to embrace comprehensive and sustainable digital transformation.

Another emerging pattern is the decentralisation of decision-making processes within Islamic education institutions. Organisational structures have been reconfigured to delegate greater authority to operational units such as madrasah principals, program heads, or academic departments, enabling them to make tactical decisions aligned with their specific contexts. This decentralised management model has improved institutional responsiveness and adaptability to the fast-changing post-pandemic environment. These developments point to a managerial transition toward more modern, efficient, and globally responsive governance frameworks (Faliyandra, 2021).

2. Leadership Model Transformation

In the post-pandemic era, leadership models in Islamic education have also undergone significant evolution. Conventional leadership styles are no longer sufficient. Leaders are now expected to be visionary, flexible, and responsive to ongoing dynamics. Transformational leadership has gained greater relevance, where leaders function as change agents capable of inspiring, motivating, and guiding institutional stakeholders toward a shared vision attuned to contemporary developments (Fridayani, 2021). Leaders are also expected to move beyond administrative functions to actively foster collaboration, promote digital innovation, and integrate Islamic values into strategic decision-making processes (Haryatmoko, 2020).

Furthermore, spirituality-based leadership has gained traction in Islamic education contexts. Leaders are now called to exhibit high spiritual intelligence, which is reflected in their ethical conduct, moral integrity, and exemplary behaviour. This aligns with Islamic education's core characteristics, emphasising moral and transcendent values in the learning process. In practice, spiritually grounded leadership fosters a learning environment that is inclusive, humanistic, and focused on character formation (Sanders, 1989).

At the same time, collaborative leadership is expanding rapidly. Leaders are no longer working in isolation but are building strong networks and cohesive teams to collectively respond to institutional needs (Archer & Cameron, 2013). The involvement of teachers, educational staff, parents, and the wider community in strategic decision-making is becoming a hallmark of participatory and transparent educational governance.

3. Curriculum and Pedagogical Shifts in Islamic Education Management

Curricular and pedagogical reforms in post-pandemic Islamic education management represent strategic responses to global challenges while preserving Islamic values. The pandemic heightened awareness that conventional religious curricula alone are no longer sufficient. Today, Islamic curricula must be contextual, adaptive, and responsive to current societal needs. Consequently, many Islamic institutions have begun developing curricula that go beyond ritualistic and doctrinal instruction to include 21st-century skills such as digital literacy, critical thinking, effective communication, and collaborative competencies. These curricular changes aim to shape Islamic character that can engage dynamically within modern, pluralistic, and digital societies (Adedoyin & Soykan, 2020).

Pedagogically, instructional methods have also undergone fundamental transformation. One-directional lecture-based teaching has given way to more interactive, participatory, and technology-enhanced learning strategies. Models such as flipped classrooms, blended learning, and project-based learning are increasingly adopted to enrich the learning experience. The teacher-centered paradigm has shifted to student-centered learning, encouraging learners to actively explore, discuss, and construct knowledge independently, under guided mentorship.

This pedagogical shift requires teachers to act as both facilitators and innovators. They must be proficient in digital technologies, able to utilize online platforms effectively, and capable of designing instructional materials that integrate Islamic values within contemporary life contexts. Hence, post-pandemic Islamic education management has entered a new phase in which both curriculum and pedagogy serve not only as knowledge transmission tools but also as frameworks for

cultivating faith-driven, intellectually capable, and socially resilient individuals prepared for the complexities of the modern world.

RECONFIGURATION OF EVALUATION AND QUALITY ASSURANCE SYSTEMS

The reconfiguration of evaluation and quality assurance systems in post-pandemic Islamic education management has become an urgent necessity (Cevin et al., 2025). The pandemic has reshaped prevailing views on assessment and quality, shifting from an exam-centric and administrative model to one that is holistic, authentic, process-oriented, and focused on real competencies. Evaluation is no longer confined to cognitive domains alone; it now incorporates affective and psychomotor dimensions, emphasising Islamic character development, life skills, and students' adaptive capacities to navigate change (Rohmani & Inayati, 2023).

In this context, digital technologies have become vital tools for building more flexible and measurable evaluation systems. Platforms such as learning management systems (LMS), online assessment apps, and digital portfolios are increasingly used to document learning processes and outcomes systematically. Evaluation is now continuous, rather than limited to end-of-semester exams, and includes reflection and constructive feedback from both teachers and students. This enables more accurate formative assessments and provides real-time insights into student development.

Simultaneously, quality assurance mechanisms have also been redefined to incorporate indicators that go beyond academic achievement. New benchmarks reflect the attainment of Islamic educational goals in areas such as spirituality, integrity, digital competency, and social contribution. Islamic educational institutions have begun to develop internal quality assurance systems that are participatory and data-driven, complemented by regular quality audits to ensure compliance with institutional standards (Cevin et al., 2025).

Thus, the reconfiguration of evaluation and quality assurance systems in Islamic education not only ensures institutional accountability but also guarantees that educational processes contribute meaningfully to the formation of individuals who are intellectually excellent, morally grounded, and capable of becoming transformative agents in society.

Here is the fully translated and professionally edited version of your text, aligned with the standards of high-quality international journals in Islamic Studies and social history fields (C1–C2 level academic English):

SHIFTS IN HUMAN RESOURCE MANAGEMENT AND PROFESSIONAL DEVELOPMENT

Post-pandemic shifts in human resource (HR) management within Islamic education, alongside transformations in professional development, represent a critical turning point in enhancing institutional quality and the competitiveness of educators. The pandemic has underscored the pivotal role of human resources particularly teachers and education staff as determinants of institutional success (Nurhattati et al., 2023). In response, Islamic educational institutions have begun to transition from an administrative HR management model to a strategic and humanistic one. Human resources are no longer seen merely as task executors, but as vital assets requiring continuous development to meet the demands of a rapidly evolving era.

One of the most significant transformations has been increased investment in teacher training and competency development programs. These programs no longer focus solely on Islamic content knowledge and pedagogical skills but now incorporate digital literacy, classroom leadership, effective communication, and technology-driven instructional innovation. Teachers are expected to engage in lifelong learning, remain adaptive to change, and be creative in crafting meaningful learning experiences for students (Rizaldi et al., 2021). Continuous professional development is delivered through online workshops, microlearning programs, and collaborative partnerships with both local and national teacher communities.

In addition, post-pandemic HR management has prioritised performance-based approaches and meritocracy. Teacher performance evaluations are now conducted more transparently and objectively, emphasising tangible contributions to teaching quality and character development. Reward and incentive systems have been introduced to motivate innovation among educators. Moreover, HR management has incorporated an Islamic spiritual framework, integrating personality development, work ethics, and moral values into comprehensive professional development systems.

Through these transformations, Islamic educational institutions are not only preserving educational quality amid digital and global challenges but are also cultivating healthy, collaborative work ecosystems grounded in Islamic values. A professional, character-driven human resource base is key to realising the holistic and transformative goals of Islamic education in the post-pandemic era.

SHIFTS IN FINANCIAL MANAGEMENT AND INSTITUTIONAL SUSTAINABILITY

The reconfiguration of financial management and institutional sustainability has become a focal point in post-pandemic Islamic education reform. The pandemic exposed the vulnerability of institutions overly reliant on a single funding source, particularly tuition fees. Confronted with this instability, many Islamic educational institutions have restructured their management systems by adopting more flexible, transparent, and long-term sustainability-oriented financial strategies.

Digitisation of financial systems has been a crucial starting point. The adoption of online accounting and reporting applications has streamlined monitoring, auditing, and budgeting processes. Institutions have also begun implementing program- and performance-based budgeting systems, ensuring that all expenditures are aligned with strategic objectives. These measures reflect efforts to manage resources more efficiently and effectively in accordance with Islamic governance principles.

Exploration of alternative funding sources has become increasingly urgent to ensure institutional sustainability. Institutions are now encouraged to diversify their funding streams through educational entrepreneurship, strategic partnerships with external stakeholders, and public engagement in fundraising via productive waqf, zakat, and infaq. Additionally, the professional optimisation of institutional assets has garnered attention. These innovations in Sharia-compliant social finance are not merely profit-driven but seek to achieve broader goals of barakah (divine blessing) and social justice.

Furthermore, this reconfiguration requires full transparency and public participation in financial processes. Open financial reporting to parents, donors, and the public has become integral to institutional accountability, helping build trust and secure long-term viability. Consequently, financial management reform and sustainability

strategies are not merely about crisis survival but are instrumental in constructing resilient, autonomous, and competitive educational institutions for the future.

COMPARATIVE SYNTHESIS AND SCHOLARLY POSITIONING

From the comparative synthesis of previous and recent research, it is evident that Islamic education management is undergoing both continuity and renewal. Recent findings highlight that the COVID-19 pandemic not only accelerated changes but also redefined paradigms across managerial domains. While earlier research primarily focused on the initial transition to online learning, post-pandemic studies have expanded their scope to institutional transformation as a whole, moving beyond digital adaptation toward comprehensive systemic reform.

Earlier studies often emphasised the practical use of applications such as WhatsApp in Islamic religious education as immediate solutions during the pandemic (Asep Awaluddin & Samsudin, 2021; Hasanah, 2021). However, current findings demonstrate that technological innovation has now been fully integrated into broader educational management systems, including finance, evaluation, human resources, and institutional governance not just instructional delivery.

Other research has highlighted the importance of curriculum innovation in Islamic education within the context of the Fourth Industrial Revolution, responding to technological disruptions and sociocultural shifts. While aligned with these findings, this study places greater emphasis on integrating Islamic spiritual values with 21st-century competencies, promoting learner-centred pedagogies and curricular frameworks. This resonates with the view that the success of Islamic education in the globalised era depends on its ability to harmonise technological advancement with religious values (Wahyuni & Muslim, 2023).

In terms of leadership, earlier studies emphasised administrative and structural models, whereas recent findings indicate a shift toward transformative, collaborative, and spiritually grounded leadership, more suited to the demands of post-crisis institutions. This synthesis affirms that Islamic education management has entered a more dynamic and comprehensive phase. The current transformation is no longer temporary or reactive but signals the establishment of a more robust, adaptive, and sustainable system grounded in Islamic values and aligned with technological advancement.

CONCLUSION

The post-COVID-19 era has triggered significant transformations in Islamic education management. Institutions have been compelled to rapidly adapt to contemporary challenges, particularly through the integration of digital technologies into both instructional and administrative processes. Flexible hybrid curricula have been adopted to support both online and offline learning, fostering more inclusive educational systems. Furthermore, leadership models within Islamic education have shifted toward more collaborative and transformative approaches while remaining anchored in Islamic values. Evaluation and quality assurance systems have also evolved, shifting focus from merely assessing outcomes to emphasising learning processes, contextual factors, and sustainability, demonstrating Islamic education's potential to adapt to modernity without compromising its foundational values.

These changes have far-reaching implications. A key priority is strengthening human resource capacities, particularly in digital literacy and 21st-century skills. Islamic curricula must be redesigned to be more contextually relevant and globally responsive,

while remaining deeply rooted in spiritual values. Investment in digital infrastructure and management information systems is essential to support educational processes effectively. Future Islamic education policies must anticipate technological and social change while preserving Islamic identity and fostering cross-sectoral collaboration to support innovation and sustainability.

However, despite substantial progress, challenges remain. Many innovations and research efforts remain primarily descriptive and lack rigorous long-term evaluation of their impact on educational quality. Numerous institutions focus on integrating technology and new policies without systematically assessing their effectiveness. This underscores the need for structured, data-driven evaluation frameworks to measure the actual outcomes of managerial reforms.

In light of these findings, adopting a more comprehensive evaluative approach in Islamic education research is imperative. Employing quantitative and mixed-methods designs, for instance, measuring the impact of managerial innovations on digital literacy, budget efficiency, leadership effectiveness, and graduate competitiveness, can yield clearer, evidence-based insights into institutional performance.

This study contributes significantly to the interdisciplinary discourse on Islamic education, particularly at the intersection of management, educational technology, and Islamic values. It introduces a holistic framework that addresses not only managerial and technological dimensions but also emphasises the integration of Islamic principles across all elements of the education system. As such, this work enriches the evolving discourse on adaptive, relevant, and innovative Islamic education, offering pathways toward more sustainable and impactful institutional transformation.

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