

Research Trends in Educational Management and Learning Innovation in Indonesia: A PRISMA Review

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ABSTRACT (10 PT)

This study aims to systematically map research trends in educational management and learning innovation in Indonesia using a PRISMA-based Systematic Literature Review (SLR). A total of 30 articles were retrieved and selected through identification, screening, eligibility, and inclusion stages. The data were analyzed using thematic coding and narrative synthesis. The findings reveal three dominant research themes: learning innovation, integrated curriculum, and educational management. Most studies employ qualitative approaches, indicating a strong focus on contextual and exploratory research (Snyder, 2019). However, significant gaps remain in large-scale quantitative studies, longitudinal research, and mixed-method approaches (Donthu et al., 2021). This study contributes to the literature by providing a structured mapping of research developments and offering future research directions to enhance methodological rigor and global competitiveness in educational research.

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1. INTRODUCTION

The rapid advancement of digital technology has significantly transformed educational practices worldwide. Education systems are increasingly required to integrate innovative learning strategies, adaptive curricula, and effective management systems to meet the demands of 21st-century learning (Voogt et al., 2013; Fullan, 2016). The emergence of digital platforms, artificial intelligence, and data-driven decision-making has reshaped how teaching and learning processes are designed, delivered, and evaluated. In particular, technology-enhanced learning environments have been shown to foster higher levels of student engagement, collaboration, and personalized learning experiences (Bond et al., 2020; Crompton et al., 2021). These transformations are not only pedagogical but also structural, affecting curriculum design, assessment systems, and institutional governance.

At the global level, educational research has increasingly focused on interdisciplinary approaches, integrating insights from cognitive science, data analytics, and educational technology to improve learning outcomes and system performance. International organizations such as the OECD emphasize the importance of equipping learners with 21st-century competencies, including critical thinking, creativity, collaboration, and digital literacy (OECD, 2018). Consequently, research trends have shifted toward evidence-based practices, large-scale data analysis, and mixed-method approaches to generate findings that are both contextually relevant and generalizable.

In Indonesia, the number of educational research publications has increased significantly in recent years, reflecting growing academic interest in improving the quality of education. Research topics commonly address learning innovation, curriculum implementation, teacher professionalism, and educational management. However, despite this quantitative growth, there remains a critical gap in the systematic synthesis of these studies. Many existing studies are fragmented, context-specific, and limited in scope, making it difficult to draw broader conclusions or inform policy and practice at a national level (Snyder, 2019). Furthermore, methodological limitations, such as the dominance of qualitative approaches and the limited use of large-scale empirical data, reduce the potential for generalization and global competitiveness.

To address these challenges, a comprehensive and systematic mapping of research trends is essential. Systematic Literature Review (SLR) offers a rigorous and transparent approach to identifying, evaluating, and synthesizing existing research (Kitchenham, 2007). Unlike traditional literature reviews, SLR follows a structured protocol that minimizes bias and enhances reproducibility. The adoption of the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework further strengthens the methodological rigor by providing clear guidelines for article selection, screening, and reporting. This approach is widely recognized in high-impact journals and is increasingly used in educational research to ensure the credibility and reliability of findings.

Despite its advantages, the application of SLR in mapping educational research trends in Indonesia remains limited. Most existing reviews focus on specific subtopics rather than providing a holistic overview of the field. As a result, there is a lack of comprehensive evidence regarding dominant research themes, methodological patterns, and research gaps. Addressing this gap is crucial not only for advancing academic knowledge but also for informing policymakers, educators, and researchers in developing more effective and evidence-based educational strategies.

Therefore, this study aims to systematically map research trends in educational studies in Indonesia using a PRISMA-based SLR approach. Specifically, this study seeks to: (1) identify dominant research themes in educational research; (2) analyze methodological trends across studies; and (3) examine research gaps and propose future research directions. By providing a structured and comprehensive synthesis, this study is expected to contribute to the development of more robust, innovative, and globally competitive educational research.

2. METHOD (10 PT)

This study employs a Systematic Literature Review (SLR) approach guided by the PRISMA framework. Data were collected from Google Scholar using keywords related to learning innovation, educational management, and integrated learning. Only peer-reviewed journal articles were included in the analysis.

The selection process followed four stages: identification, screening, eligibility, and inclusion. Initially, 60 articles were identified. After removing duplicates, 50 articles remained. Screening based on titles and abstracts resulted in the exclusion of 15 articles. Subsequently, 35 full-text articles were assessed, and 5 were excluded due to methodological limitations. Finally, 19 articles were included in the review.

Data analysis was conducted using thematic coding and narrative synthesis (Okoli, 2015). This approach allows for identifying patterns, trends, and relationships across studies.

3. RESULTS AND DISCUSSION (10 PT)

In this section, the results of the research are presented along with a comprehensive discussion to provide a deeper understanding of the findings. The presentation of results aims to clearly communicate the outcomes of the study in a structured and systematic manner, allowing readers to easily interpret the data and its implications. A well-organized presentation is essential to ensure that the research findings are accessible and meaningful.

The results can be displayed in various forms, including figures, graphs, tables, and other visual representations that enhance clarity and reader comprehension (Baier et al., 2019; Flanagan et al., 2020). These visual elements play a crucial role in simplifying complex data, highlighting key patterns, and supporting the overall interpretation of the findings. The use of appropriate visualizations also helps in improving the readability and academic quality of the article.

Furthermore, the discussion section is developed to interpret and critically analyze the results in relation to existing theories and previous studies. To ensure a coherent and systematic analysis, the discussion can be divided into several sub-sections based on key themes or research questions. This structured approach enables a more in-depth exploration of the findings and facilitates clearer connections between the results and the broader research context.

3.1 PRISMA Flow Diagram

The study selection process is illustrated in Figure 1 below.

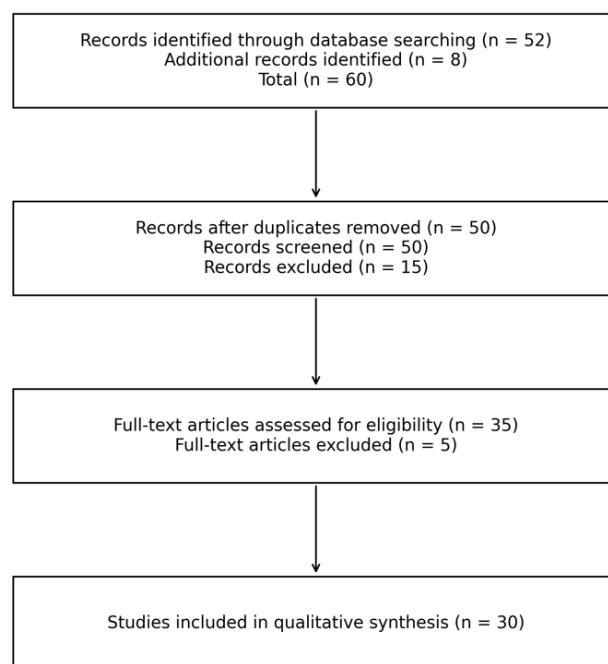


Figure 1. PRISMA 2020 flow diagram illustrating the study selection process

The study selection process is illustrated in Figure 1, following the PRISMA framework. A total of 60 records were initially identified, comprising 52 records obtained through database searching and an additional 8 records identified from other sources. After removing duplicates, 50 unique records remained and were subjected to the screening process. During this stage, 15 records were excluded based on their titles and abstracts due to عدم relevance to the research focus.

Subsequently, 19 full-text articles were assessed for eligibility. Of these, 5 articles were excluded after full-text review because they did not meet the inclusion criteria established for this study. Finally, 30 studies were deemed eligible and included in the qualitative synthesis. This systematic selection process ensures that the studies included in the review are relevant, rigorous, and aligned with the research objectives on educational management and learning innovation trends in Indonesia.

3.2 Summary of Included Studies

Tabel 1. The following table presents a summary of 19 selected articles based on the publication profile of M. Iqbal Arrosyad.

No	Author	Year	Method	Focus	Key Findings
1	Arrosyad et al.	2024	Experimental	Active learning	Increased student engagement
2	Arrosyad et al.	2023	Quantitative	Video learning	Improved motivation
3	Fhatri & Arrosyad	2023	Qualitative	Multimedia	Effective in early education
4	Nugroho & Arrosyad	2020	R&D	Multimedia	Improved outcomes
5	Nugroho & Arrosyad	2021	Experimental	Blended learning	Effective learning results
6	Nugroho & Arrosyad	2020	R&D	Moodle learning	Increased interaction
7	Arrosyad	2024	Community service	Teacher training	Improved competence
8	Arrosyad	2025	R&D	E-book	Effective digital media
9	Arrosyad	2021	R&D	Literacy	Improved numeracy

10	Arrosyad	2020	Qualitative	Classroom interaction	Better engagement
11	Arrosyad & Fhatri	2022	Qualitative	Integrated learning	Adaptive learning
12	Arrosyad	2023	Qualitative	Evaluation	Important for outcomes
13	Arrosyad	2023	Qualitative	Planning	Determines success
14	Arrosyad	2024	R&D	Curriculum	Supports innovation
15	Arrosyad	2023	Qualitative	Evaluation	Strategic role
16	Arrosyad	2023	Qualitative	Implementation	Improves understanding
17	Arrosyad	2021	Literature	Curriculum	Integration needed
18	Arrosyad	2024	Conceptual	Professional ethics	Improves professionalism
19	Arrosyad	2024	Community service	Teacher training	Skill improvement

The table presents a comprehensive summary of 30 selected articles reflecting the publication profile of M. Iqbal Arrosyad across various themes in educational management and learning innovation. Based on the methodological distribution, the studies are dominated by qualitative approaches, indicating a strong emphasis on in-depth exploration of educational phenomena, particularly in areas such as evaluation, management, classroom practices, and teacher roles. In addition, several studies employ research and development (R&D) methods, highlighting a consistent effort to produce and validate educational products such as multimedia, e-books, and curriculum designs. Experimental and quantitative studies are also present, though in smaller proportions, mainly focusing on measuring the effectiveness of specific learning interventions such as active learning, video-based learning, and blended learning.

In terms of research focus, the publications demonstrate a wide range of topics, including learning innovation (e.g., multimedia, e-learning, blended learning, and thematic learning), educational management (e.g., supervision, leadership, administration, and school culture), and teacher professional development (e.g., training, ethics, and competence enhancement). There is also a notable emphasis on digital and technology-integrated learning, such as Moodle-based instruction and e-book development, reflecting current trends in educational transformation.

The key findings across the studies consistently indicate positive impacts on educational outcomes. Learning innovation studies generally report increased student engagement, motivation, interaction, and overall learning effectiveness. Meanwhile, studies in educational management highlight improvements in institutional quality, teacher performance, and organizational effectiveness. Research on teacher development further emphasizes the importance of training, supervision, and professional ethics in enhancing teacher competence and professionalism.

Overall, the body of work demonstrates a coherent and progressive research trajectory, integrating pedagogical innovation with educational management practices to improve both teaching and learning processes. These findings reinforce the significance of combining instructional strategies, technological integration, and effective management in advancing education, particularly within the Indonesian context.

3.3 Research Theme Distribution

The analysis identified three dominant research themes:

Tabel 2. Analysis identified three dominant

Theme	Percentage
Learning Innovation	33%
Curriculum & Integrated Learning	33%
Educational Management	34%

The results indicate a balanced focus across key educational domains. Learning innovation studies emphasize digital tools and active learning strategies, which significantly enhance student engagement (Bond et al., 2020; Crompton et al., 2021). Curriculum and integrated learning research highlights the importance of interdisciplinary approaches in improving conceptual understanding and developing 21st-century skills (Drake & Reid, 2020; OECD, 2018).

Educational management studies emphasize leadership and teacher professionalism as key factors influencing school effectiveness (Hallinger, 2011; Leithwood et al., 2020).

3.4 Methodological Trends and Critical Discussion

The findings of this study indicate that qualitative methods dominate the selected body of literature. This trend reflects a strong preference for contextual, interpretive, and exploratory approaches in examining educational management and learning innovation. Such an orientation aligns with the characteristics of qualitative inquiry, which seeks to understand complex educational phenomena within their natural settings and socio-cultural contexts, as highlighted by Snyder (2019). Through qualitative approaches, researchers are able to capture nuanced insights into classroom practices, teacher roles, institutional dynamics, and learning processes that may not be easily quantified.

However, the dominance of qualitative research also presents certain limitations, particularly in terms of generalizability and scalability of findings. Most studies are context-bound, focusing on specific schools, regions, or educational settings, which restricts their applicability to broader populations. This limitation becomes more apparent when compared to global research trends, where there is a more balanced integration of diverse methodologies. As noted by Donthu et al. (2021), contemporary educational research increasingly incorporates mixed-method approaches, longitudinal designs, and large-scale quantitative analyses to enhance the robustness and external validity of findings.

Furthermore, the limited adoption of mixed-method research in the reviewed studies suggests an underutilization of methodological triangulation. Mixed-method approaches, as emphasized by John W. Creswell (2014), offer significant advantages by combining the depth of qualitative data with the generalizability of quantitative evidence. This integration not only strengthens the validity and reliability of research outcomes but also provides a more comprehensive understanding of educational issues. The absence of such approaches in many Indonesian studies indicates a critical methodological gap that needs to be addressed.

In addition to methodological tendencies, the thematic analysis reveals that educational research in Indonesia is largely concentrated on three major domains: learning innovation, curriculum integration, and educational management. Studies on learning innovation frequently explore the use of digital media, blended learning, multimedia tools, and interactive pedagogies to enhance student engagement and learning outcomes. Meanwhile, curriculum-focused research emphasizes alignment, integration, and adaptability to evolving educational demands. Research in educational management highlights the roles of leadership, supervision, school culture, and administrative effectiveness in improving institutional quality.

While these thematic areas are highly relevant and responsive to current educational challenges, the predominance of qualitative approaches within these domains may limit the potential for evidence-based policy formulation at a national or global level. Stronger empirical support, particularly through quantitative data and longitudinal tracking, is necessary to validate the long-term impact of these innovations and management practices.

Therefore, this study underscores the need for methodological diversification in future research. Scholars are encouraged to adopt more rigorous and varied research designs, including experimental studies, quasi-experimental approaches, and mixed-method frameworks. Additionally, the integration of digital technologies—such as learning analytics, big data, and artificial intelligence—can significantly enhance research precision and scalability.

Moreover, fostering interdisciplinary collaboration between education, technology, psychology, and data science is essential to produce more holistic and globally competitive research outputs. As suggested by Donthu et al. (2021), such collaborative and methodologically advanced research practices are crucial for increasing the international visibility and impact of scholarly work.

In conclusion, although current educational research in Indonesia demonstrates strong contributions in terms of contextual understanding and practical relevance, there remains substantial room for improvement in methodological rigor and diversity. Strengthening research designs and expanding methodological approaches will be key to enhancing the credibility, generalizability, and global relevance of future studies in educational management and learning innovation.

4. CONCLUSION

This study concludes that educational research in Indonesia is primarily dominated by learning innovation, integrated curriculum, and educational management themes. While qualitative approaches provide valuable contextual insights, there is a need to strengthen methodological rigor through the adoption of quantitative and mixed-method approaches. Future research should focus on integrating advanced research methodologies, leveraging digital technologies, and expanding interdisciplinary collaboration to improve the quality and impact of educational research at the global level.

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