Islamic Frameworks for Innovation Management in Education: An Integrative Multidisciplinary Approach

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Abstract	This study aims to analyze the dynamics of cooperation and conflict in the context of integrative education based on Religion, Philosophy, Psychology, and Sociology in elementary schools in Tangerang. A descriptive qualitative approach was used in this study with data collection methods through semi-structured interviews with key informants, including principals, teachers and students, as well as direct observation in the classroom. The results showed that education based on an integrative approach successfully improved students' engagement and cooperation through group discussions, collaborative work and the development of critical thinking skills. However, conflict challenges arise as a result of students' different religious backgrounds, philosophical values and academic abilities, which can hinder the learning process if not managed well. Teachers play a key role in facilitating cooperative dynamics and managing conflicts that arise in the classroom. The study also found that factors such as the role of the teacher, school culture and students' social and cultural backgrounds have a significant influence on the success of education based on an integrative approach. The implications of this study include the importance of continuous teacher training, managerial support from the school and strengthening an inclusive school culture to support open dialogue and effective cooperation in the classroom. The findings are expected to guide the development of a more holistic and inclusive curriculum in Indonesia.
Keywords:	Cooperative, Conflict, Integrative Approach, Education, Qualitative

INTRODUCTION

Education in Indonesia serves not only as a means for the transfer of academic knowledge but also as a tool to shape the character and morals of the nation. In this context, an educational approach that not only teaches cognitive skills but also instills moral and social values becomes very important. One of the emerging approaches is an integrative approach to education (Malik et al., 2022), which combines these various disciplines to create a holistic and inclusive learning environment.

Faith-based education emphasizes the importance of moral values rooted in certain religious traditions (Asbari, 2024; R. Pramono et al., 2020), which aims to shape students' personalities to conform to the ethical norms prevailing in society (Saputra et al., 2023). In Indonesia, faith-based education has a long history that is closely related to local cultural values and the majority religions adopted by the community, such as Islam, Christianity, Hinduism and Buddhism (Syarif, 2021). Religious values are expected to be a foundation for students in developing social ethics, responsibility, and mutual respect between individuals.(Shofiyyah et al., 2023).

In addition to education based on an integrative approach. Philosophy helps students develop critical and reflective thinking skills (Haryadi et al., 2024). Through a philosophical approach, students are invited to question existing assumptions, analyze complex concepts, and seek truth through open dialogue. Philosophy education not only focuses on intellectual development but also invites students

to consider the ethical and moral aspects of their actions, as well as understand the social consequences of the decisions they make (Malik et al., 2022; Syafarina et al., 2021).

In the context of psychology, education based on an integrative approach emphasizes the importance of understanding the dynamics of individual and group behavior (Asbari et al., 2022; Asbari & Prasetya, 2021; Novitasari, Asbari, Amri, et al., 2021; Novitasari, Asbari, Putra, et al., 2021; T. Pramono et al., 2021; Suroso et al., 2021). Educational psychology, particularly theories on motivation, social-emotional development, and collaborative learning, provides the necessary framework for understanding how students learn and develop in group settings. Educational psychology also provides insights into how teachers can facilitate more effective learning, both through differentiated instruction approaches and inclusive classroom management strategies.

On the other hand, sociology of education in an integrative approach focuses on the relationship between students and their social environment. Sociology helps students understand their roles and responsibilities in society, and encourages social awareness through collaboration and community-based learning (Gresch & Martens, 2019). Sociology-based education pays attention to the social structures present in the classroom, such as group dynamics, social roles and social status, all of which can influence the learning process. By combining these approaches, education based on an integrative approach aims to create a learning environment that supports holistic student development-including cognitive, social, emotional, and spiritual aspects (Arifin et al., 2022; Ulfah et al., 2022).

In the context of education based on an integrative approach, two main concepts that are at the center of attention are cooperative and conflict (Akbar et al., 2023; Rojak et al., 2022). Cooperative learning has long been recognized as one of the effective approaches in improving students' social and academic skills. Through cooperative learning, students are invited to work together in small groups, share knowledge, and help each other achieve common goals. Meanwhile, conflict is considered a natural part of social interaction in the classroom, especially in the context of education based on an integrative approach that involves differences in students' religious, philosophical and social views and backgrounds. Conflict is not always negative; when managed well, it can be an opportunity for the development of critical thinking and problem resolution skills.

In Indonesia, the implementation of education based on an integrative approach faces various challenges, ranging from limited resources to cultural and religious diversity. In this context, it is important to understand how the integrative approach is implemented in primary schools (SD), as well as how cooperative and conflict dynamics emerge in the classroom. This research will provide in-depth insights into the implementation of integrative approach-based education in Indonesia, which can serve as a guide for education policy makers, teachers and practitioners to improve the quality of education.

Problem Formulation

In education based on an integrative approach, there are several key issues that need to be understood, especially related to cooperative and conflict dynamics in the classroom. First, how does cooperation between students develop in the context of education based on an integrative approach? Cooperative learning is expected to encourage students' active involvement in teaching and learning activities, but in practice, various contextual factors such as differences in religious backgrounds, philosophical values, and students' social experiences can affect the success of cooperative learning. Therefore, this research will explore how cooperative learning occurs in a classroom based on an integrative approach and what factors influence the dynamics.

Second, what factors trigger the emergence of conflict in education based on an integrative approach? Conflict often occurs when there are differences of opinion or views within a group, especially when religious values or philosophy are the topic of discussion. In this context, it is important to understand how conflicts arise, what types of conflicts often occur, and how they impact on students' learning processes. This understanding can help teachers and education practitioners develop more effective conflict management strategies.

Third, what is the role of the teacher in managing cooperative and conflict in the classroom based on an integrative approach? Teachers have a key role as facilitators in education based on an integrative approach. They are not only responsible for delivering the subject matter, but also for guiding students in working together and resolving conflicts that may arise. This research will analyze how teachers facilitate group work, handle differences in views between students, and create an inclusive and harmonious learning environment.

Fourth, what is the effectiveness of education based on an integrative approach in improving student engagement? One of the main objectives of this approach is to increase students' active

participation in the learning process. This research will evaluate the extent to which education based on an integrative approach is successful in creating a learning environment conducive to student engagement, as well as how cooperative and conflict influence such participation.

Literature Study

This research will use a range of relevant literature to understand the context and issues discussed. Cooperative learning is a concept that has been widely researched in educational literature. Johnson & Johnson (1999) were pioneers in the study of cooperative learning, demonstrating that cooperation between students can improve academic learning outcomes, social skills and critical thinking ability. They emphasized the importance of a clear group structure and shared goals to ensure the success of cooperative learning. This concept is particularly relevant in the context of education based on an integrative approach, where students are encouraged to learn collaboratively by considering religious, philosophical and social values.

On the other hand, the literature on conflict in education shows that conflict is not always negative. According to (Ferine et al., 2021; Smith, 2020; Wanjiru, 2021) , well-managed conflict can be an effective learning tool, as it can trigger students to think more critically and reflectively. Conflict in the context of education based on an integrative approach can arise from differing views on ethical and moral concepts espoused by various religious and philosophical traditions. This literature emphasizes the importance of mediation skills possessed by teachers to transform conflicts into learning opportunities.

In terms of faith-based education, the literature shows that this approach can strengthen moral and ethical education. The findings of Karlina et al. (2023) emphasize that moral education rooted in religious values can shape students' characters of responsibility and integrity. In Indonesia, faith-based education is often an integral part of the curriculum in primary and secondary schools, both those affiliated with a particular religion and public schools that implement faith-based character education.

Philosophy-based education has also received attention in educational literature. Freire (2020), in his famous book "Pedagogy of the Oppressed", emphasized the importance of critical education that enables students to analyze their social reality and develop critical consciousness. The philosophy approach in an integrative approach aims to develop students' critical thinking skills, where they are invited to discuss ethical issues, moral values, and complex concepts of truth.

In the context of educational psychology, the integrative approach gains support from theories on motivation and students' social-emotional development. Bandura (1986), with his social cognitive theory, emphasizes the importance of social influence in learning, which is relevant in cooperative learning based on the integrative approach. These psychological theories provide a foundation for teachers to understand how students can be encouraged to learn in diverse social contexts, as well as how to manage social interactions that might trigger conflict.

Meanwhile, the sociology of education provides a different perspective on the role of social structure and group dynamics in education. [Bourdieu (1977) highlights that schools serve not only as places of knowledge transfer, but also as arenas where social structures are reproduced. In the context of education based on an integrative approach, sociology provides a framework to understand how students' social backgrounds influence classroom interactions and how education can be a tool to address social inequalities through inclusive learning (Febriani et al., 2022, 2023; Susilawati et al., 2022).

By combining these various perspectives, this research will make a significant contribution to understanding how education based on an integrative approach is implemented in Indonesian schools, as well as how cooperative and conflict influence classroom dynamics. This approach is not only academically relevant, but also has important practical implications for the development of more inclusive and equitable education policies in Indonesia.

METHOD

The research method used in this study is descriptive qualitative method, which aims to provide an in-depth description of the phenomenon being studied, namely the dynamics of cooperation and conflict in education based on an integrative approach in elementary schools (SD) in Tangerang. The qualitative approach allows researchers to gain a more comprehensive understanding of how education based on an integrative approach is implemented in the field, as well as how students, teachers and the school environment interact in that context. The descriptive method in this study emphasizes the

presentation of data in detail about cooperative and conflict phenomena that arise in the classroom, without trying to make statistical generalizations. Through in-depth interviews and participatory observation, this research is expected to describe the reality that exists in the schools that are the subject of the research.

Research design

The research design in this study centers on the use of descriptive qualitative methods that focus on an in-depth understanding of the social dynamics in classrooms that implement education based on an integrative approach. Descriptive qualitative research is considered most appropriate because it provides flexibility for researchers to explore various aspects of the phenomenon without rigid boundaries, allowing for richer and more meaningful interpretations. This research was designed to explore the experiences, perceptions and views of key personnel directly involved in the education process, such as principals, teachers and students. The descriptive approach also allows the researcher to present the data in a narrative form that is rich in detail, providing an opportunity for participants' voices to emerge and express their experiences directly. This design allows the researcher to not only see "what" is happening in the context of education based on an integrative approach, but also to explore "why" and "how" the cooperative and conflict dynamics develop.

Research location

This research was conducted in several locations that were carefully selected to ensure the diversity of the data collected. The research sites focused on elementary schools in different areas of Tangerang. The selection of these schools was based on several considerations, including geographical variations (urban and rural), socio-economic backgrounds, and different cultural and religious backgrounds. The selection of varied locations is expected to provide a representative picture of how education based on an integrative approach is implemented in various social and cultural contexts in Indonesia. For example, schools in urban areas often have better access to educational resources and technological facilities while schools in rural areas may rely more on contextualized and community-based approaches. In addition, the religious diversity in different regions is also an important consideration as the integrative approach-based education approach integrates religious values in daily learning. By observing schools in these various backgrounds, this research can provide greater insight into how the integrative approach approach is received and applied in different situations.

Data collection techniques

Data collection techniques in this study used two main methods, namely semi-structured interviews and participatory observation. Semi-structured interviews were chosen because this method allows the researcher to extract in-depth information from participants, while providing flexibility in following the flow of discussion according to participants' responses. Semi-structured interviews were conducted with several key personnel, including the principal, teachers and students. Principals and teachers were chosen as key informants because they are the actors who play an important role in the implementation of education based on an integrative approach, while students were chosen to provide perspectives on how they experience and respond to this educational approach. The interview questions were structured to reveal participants' understanding of cooperative and conflict in the context of education based on an integrative approach, including how they see the role of religious values, philosophy, psychology, and sociology in shaping social dynamics in the classroom. The questions asked in these interviews were open-ended, allowing participants to share their views and experiences freely. In addition to interviews, researchers also used participatory observation as a data collection technique. Observations were conducted directly in the classroom during the learning process, focusing on interactions between students, the teacher's role in facilitating learning, and how cooperative and conflict emerged in teaching and learning situations. The researcher used field notes to document important events related to social dynamics in the classroom. Participatory observation allows researchers to obtain more authentic data on how cooperative and conflict phenomena occur in practice, as well as how religious values, philosophy, psychology, and sociology are applied in the context of daily learning. This observation technique also provides an opportunity for researchers to see the difference between what is revealed by participants in interviews and what happens in reality on the ground.

Data Analysis

Data analysis was conducted using a thematic analysis approach, which aims to identify, analyze, and report patterns or themes that emerged from the data. Thematic analysis was chosen because it provides a systematic framework for exploring qualitative data, as well as allowing researchers to uncover the deep meanings of participants' experiences. The analysis process began with the transcription of the interviews and observation notes that had been collected. Each transcript was analyzed in depth to identify initial themes relevant to the research topic, such as the themes of cooperation, conflict, and the application of religious values, philosophy, psychology, and sociology in the educational context. Furthermore, the themes were coded and grouped based on similarities in meaning. This grouping of themes allows the researcher to find patterns that emerge from the data, as well as how these patterns are interrelated. For example, a theme about cooperative can include sub-themes such as collaboration between students, the role of teachers in facilitating cooperation, and the impact of cooperative on student learning motivation.

Meanwhile, the theme of conflict may include sub-themes such as differences in views between students, challenges in managing conflict in the classroom, and the impact of conflict on learning group dynamics. After the main themes were identified, the researcher conducted a data triangulation process to ensure the validity of the findings. Triangulation was conducted by comparing data from various sources, including interviews with principals, teachers and students, as well as direct observation in the classroom. This process aims to minimize the subjective bias of researchers and increase the reliability of research findings. The data that has been analyzed is then presented in the form of a comprehensive narrative, using direct quotes from participants to strengthen the researcher's interpretation. This narrative presentation of the data not only describes what happened in the field, but also provides insight into the reasons behind the actions and integrative approach. This thematic analysis approach allowed the researcher to provide an in-depth picture of how cooperative and conflict emerged in the context of education based on an integrative approach in Indonesia, as well as how religious values, philosophy, psychology, and sociology influenced social dynamics in the classroom.

Using a rigorous research design, data collection techniques and analysis, this study is expected to make a significant contribution to understanding the dynamics of cooperative and conflict in education based on an integrative approach in primary and junior secondary schools in Indonesia. The data generated from this research is not only academically relevant, but also has important practical implications for the development of educational policies that are more inclusive and adaptive to social and cultural diversity in Indonesia. In addition, the results of this study can serve as a guide for teachers and educational practitioners in managing cooperative and conflict in the classroom, as well as in implementing integrative approach-based educational approaches effectively in various social and cultural contexts.

RESULTS AND DISCUSSION

Cooperative Dynamics in Education Based on an Integrative Approach

The cooperative dynamic in education based on the integrative approach shows that this approach succeeds in creating a learning environment that supports student collaboration. Cooperative learning, which is a core part of the integrative approach, emphasizes the importance of interaction between students through group work, discussion and collaboration in solving problems. In various schools that implement the integrative approach, it was found that students became more open to working together and helping each other in learning activities.

One factor that strengthens the cooperative dynamics in education based on an integrative approach is the integration of religious values in the learning process. Values such as helping, brotherhood and cooperation are considered an important part of faith-based education, especially in schools affiliated with certain religious traditions. Teachers use these values as a foundation to encourage students to be more involved in the group and support each other. For example, in group discussion activities, students are encouraged to listen to each other respectfully and appreciate the views of others, which is often linked to religious moral teachings.

On the other hand, the philosophy approach in education based on an integrative approach emphasizes the development of critical and reflective thinking skills. Philosophy-based discussions allow students to explore various ethical and moral concepts through open and constructive dialog. Students are invited to ask questions, evaluate arguments, and seek a deeper understanding of complex

issues. These discussions not only improve students' cognitive skills, but also strengthen the cooperative dynamics in the classroom by creating an atmosphere that respects different opinions.

Psychological approaches in education based on an integrative approach also play an important role in creating effective cooperation in the classroom. Teachers use their understanding of students' motivation and social-emotional development to encourage them to be more involved in group activities. Strategies such as positive reinforcement and constructive feedback are used to encourage students who tend to be shy or lack confidence to participate more in discussions and group work. This helps to create an inclusive environment where every student feels valued and their contributions are recognized.

The sociological aspect of education based on an integrative approach strengthens the cooperative dynamics by emphasizing the importance of understanding social roles and responsibilities within the group. Students are taught to understand how their position in the group can affect learning outcomes, as well as the importance of each member's contribution in achieving a common goal. This approach helps students to take more responsibility for their tasks and care more about the success of the group, which in turn strengthens cooperation between students.

Conflict Challenges in Education Based on an Integrative Approach

Although education based on an integrative approach encourages cooperative learning (Asâ et al., 2021), conflict remains a significant challenge in learning dynamics. Conflicts in integrative approach-based education often arise as a result of students' different social backgrounds, religions, cultures and values. Schools with heterogeneous student populations face greater challenges in managing these differences, especially when classroom discussions involve sensitive or controversial issues.

One common source of conflict is different interpretations of religious and philosophical values taught in the classroom (Saefurridjal et al., 2023; Setiawan et al., 2022). In discussions involving moral or ethical themes, students from different religious backgrounds often have different views on what is right or wrong. Such conflicts can trigger intense debates among students, which can disrupt the learning process if not managed well. However, in some cases, these conflicts can also be valuable learning tools if properly mediated by teachers.

Conflict challenges also occur in the context of differences in academic ability within learning groups. In some classes, students with higher academic ability tend to dominate group discussions, while students with weaker academic ability often feel marginalized or do not contribute fully. This imbalance creates tension among group members and can reduce the effectiveness of cooperative learning. Teachers who are skilled in managing group dynamics are able to overcome this challenge by dividing roles proportionally and ensuring that each student has the opportunity to contribute according to their abilities.

Conflicts also arise in the context of differences in cultural values brought by students from different social backgrounds. In some schools, students from certain cultural backgrounds may find it difficult to conform to the norms of different groups, which can trigger tension or even confrontation. The teacher acts as a mediator who must create an inclusive learning environment where students feel safe to express their views without fear of criticism or judgment.

Factors Affecting Cooperative and Conflict

This research identified several key factors that influence cooperative and conflict dynamics in education based on an integrative approach. One of the main factors is the role of the teacher as a facilitator and mediator in the learning process. Teachers who have a deep understanding of religious values, philosophy, psychology and sociology tend to be more effective in creating a learning environment that supports cooperation and managing conflicts that arise in the classroom. Teachers who have good interpersonal communication skills can create an inclusive classroom climate where differences of opinion are valued and conflicts can be managed in a constructive way. Teachers who are less trained in integrative approach-based education often face difficulties in managing emerging conflicts, which can hinder student participation.

School culture also influences how cooperation and conflict develop in the classroom. Schools that have an inclusive culture and support open dialog tend to be more successful in managing differences of views between students. In these schools, students are taught to value diversity and accept differences as part of the learning process. A school culture that supports openness allows teachers to be more free in implementing an integrative approach-based education approach without worrying

about reactions from students or parents. In contrast, in more conventional schools, where rigid social norms still prevail, the implementation of an integrative approach-based approach often faces obstacles.

Another factor that influences cooperative and conflict is students' social and cultural background. Students who come from cultural backgrounds that are more open to differences tend to adapt more easily to an integrative approach to education, while students who come from more homogeneous backgrounds often face difficulties in accepting different views from their classmates. Social background also affects the way students express their opinions. In some schools, students from families with lower socio-economic backgrounds tend to feel less confident in participating in class discussions, which can hinder cooperative dynamics.

Psychological understanding of students' motivation and social-emotional dynamics is also a factor that plays an important role in cooperative and conflict. Teachers trained in educational psychology approaches are better able to motivate students to engage in cooperative learning and more effective in managing interpersonal conflict in the classroom. The use of positive reinforcement strategies, for example, can increase student engagement in group discussions, while conflict mediation approaches help students to learn to resolve differences of opinion in a constructive way.

Effectiveness of Integrative Approach-Based Education in Increasing Student Participation
The effectiveness of integrative approach-based education in increasing student participation is one of the main focuses of this research. The integrative approach is effective in encouraging students to be more actively involved in the learning process through discussions, group work and other collaborative activities. Students who learn with the integrative approach show a higher level of engagement compared to students who learn in a traditional learning context. They tend to be more confident in expressing opinions, more critical in evaluating information, and more skillful in cooperating with classmates.

Education based on an integrative approach also successfully develops students' social-emotional skills, such as empathy, communication skills and the ability to manage conflict. In some cases, students who initially had difficulty adapting to group discussions eventually learned to listen better, articulate their arguments in a better way, and seek solutions that benefit all parties. This shows that conflict, if managed well, can be part of an effective learning process, teaching students to negotiate and compromise in challenging situations.

The success of education based on an integrative approach is highly dependent on the teacher's ability to facilitate the learning process (Karlina et al., 2023). Teachers trained in the integrative approach are able to create a safe and supportive learning environment, where students feel comfortable to actively participate. Teachers also act as mediators who help students manage differences in views constructively, which improves the quality of discussion and student participation in the classroom.

However, challenges remain, especially in terms of teacher preparedness and support from the school environment. Some teachers find it difficult to adjust to the more open and dialogic approach of the integrative approach, especially if they are used to more conventional teaching methods. In addition, support from the school in creating an inclusive culture that supports open dialogue also plays an important role in determining the success of this approach.

Overall, this study shows that education based on an integrative approach has great potential to increase student participation and create a more inclusive learning environment. However, achieving optimal effectiveness requires ongoing teacher training, support from the school community and a commitment to creating a culture that values differences and promotes constructive dialogue

CONCLUSION AND SUGGESTION

This research reveals the dynamics of cooperation and conflict in education based on an integrative approach implemented in elementary schools in Tangerang. The results show that the integrative approach-based education approach has great potential in forming an inclusive, dialogical learning environment that supports collaboration between students. This approach succeeds in increasing student engagement in the learning process, developing social and emotional skills, and strengthening critical thinking skills. However, this approach also faces challenges that cannot be ignored, especially in terms of managing conflicts that arise due to differences in religious backgrounds, philosophical values and academic abilities among students.

The cooperative dynamics that result from an integrative approach tend to increase positive interactions between students. Moral values rooted in religious teachings and philosophy encourage harmonious cooperation in learning activities. An understanding of educational psychology helps teachers direct students to play a more active role in group discussions, while a sociological perspective provides insight into the importance of social roles and responsibilities in the context of collaborative learning. Education based on an integrative approach also shows that conflict is not always negative; if managed appropriately, conflict can be an effective tool to improve students' critical thinking and problem resolution skills.

However, this research also shows that conflict challenges in education based on an integrative approach require serious attention. Conflicts that arise due to differences in students' values, cultures and abilities can hinder the learning process if not handled properly. Effective conflict management is the key to the success of the integrative approach, and the role of teachers as facilitators and mediators is crucial. Teachers must have good communication skills, in-depth knowledge of the values being taught, and the ability to create an inclusive classroom climate.

This research highlights several key factors that influence cooperative and conflict dynamics, including the role of the teacher, school culture, and students' social and cultural backgrounds. Teachers who are trained and understand the integrative approach tend to be more successful in creating positive cooperation in the classroom and managing conflict in a constructive way. A school culture that supports open dialogue and inclusiveness also plays an important role in supporting the success of this approach. Students' social and cultural backgrounds, such as their religious values, economic levels and social experiences, also influence how they participate in cooperative learning and deal with conflict.

The effectiveness of the integrative approach in increasing student participation can be seen from the increased student involvement in the learning process. Students who learn with an integrative approach show better abilities in critical thinking, working in groups, and managing conflict constructively. INTEGRATIVE APPROACH-based education is able to create a dynamic learning environment, where students are encouraged to actively participate and support each other in achieving learning objectives.

Theoretical Implications

Theoretically, this research enriches the literature on holistic education that integrates religious, philosophical, psychological, and sociological approaches. Education based on an integrative approach shows that the integration of various disciplines can create a more holistic learning environment, where students' cognitive, affective and social aspects are considered simultaneously. The results of this study also contribute to the understanding of how cooperative learning can be strengthened with the integration of religious values and philosophy, and how conflict can be managed effectively with psychological and sociological approaches. These theoretical implications support the importance of character education that not only focuses on cognitive knowledge, but also pays attention to students' moral, ethical, and social skills development.

The findings also enrich theories about collaborative education, particularly in multicultural and socially diverse contexts. Education based on an integrative approach shows that collaboration in the classroom is not only about sharing knowledge but also about managing differences that arise from students' social, religious and cultural backgrounds. This reinforces the theory that inclusive education should be able to accommodate a diversity of values, manage conflicts that arise, and remain focused on achieving holistic learning goals.

Practical Implications

The practical implications of this study emphasize the importance of teacher training in managing cooperative and conflict dynamics in the context of education based on an integrative approach. Teachers need to receive adequate training on how to facilitate class discussions, manage group work and mediate conflicts that arise in the classroom. This training should include interpersonal communication skills, cross-cultural understanding and the ability to assess and respond to students' social-emotional dynamics. With adequate training, teachers can be more confident in implementing an integrative approach and creating an inclusive and dialogic learning environment.

In addition, this study shows that effective classroom management strategies are essential in supporting cooperative learning. Teachers should be able to divide roles in the group fairly, provide support to students in need, and ensure that every student has an equal opportunity to contribute to the

learning process. The use of visual aids, educational technology and hands-on activities can also help students who have different learning styles to be more engaged in learning.

Another practical implication is the need for support from parents and the school community to ensure the success of education based on an integrative approach. Schools need to hold regular communication sessions with parents to provide an understanding of the importance of this holistic education approach and how they can support their children at home. Parents' involvement in school activities, such as open class discussions or community meetings, can strengthen student engagement and ensure that the integrative approach is supported at home as well as at school.

Managerial Implications for School Management

From a managerial perspective, this study highlights the importance of institutional support from school management in implementing an integrative approach. School management needs to commit to creating an inclusive school culture that supports open dialogue. This can be done by conducting regular training for teachers, providing adequate facilities to support discussion-based learning and ensuring that all school policies are in line with the principles of integrative approach education.

School management also needs to ensure that there is an adequate support system for teachers, especially in terms of mediating conflicts that may arise in the classroom. Teachers should feel supported by school management when facing challenges in managing classroom dynamics, such as through the provision of discussion spaces between teachers to share experiences or support from education counselors who can help in handling more complex cases of conflict. This support system will provide a sense of security for teachers in implementing an integrative approach without fear of facing negative consequences from conflicts that arise.

In addition, school management needs to pay attention to adjusting the curriculum to suit the integrative approach. The implemented curriculum should allow flexibility for teachers to integrate religious values, philosophy, psychology and sociology in the subject matter. Developing a curriculum that is more contextualized and based on students' daily lives can help address the gap between what is taught in the classroom and what students experience in real life. This will strengthen the relevance of education based on an integrative approach and ensure that classroom learning has a real positive impact on students' lives.

With strong managerial support, an integrative approach to education can be implemented consistently and effectively in many schools, not only improving the quality of learning in the classroom but also contributing significantly to the development of students' character and social skills in the long run.

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