

RECONSTRUCTING THE STRATEGIC PLAN OF ISLAMIC EDUCATIONAL INSTITUTIONS BASED ON COGNITIVE PSYCHOLOGY FOR ACCELERATING THE QUALITY OF LEARNING

Sri Inayati Ningrum¹, Jasiah²¹ Universitas Islam Negeri Palangkaraya, Indonesia² Universitas Islam Negeri Palangkaraya, Indonesia

Corresponding Author:

Sri Inayati Ningrum,
Faculty of Teacher Training and Education, Universitas Islam Negeri Palangkaraya.
Jl. G. Obos Komplek Islamic Center, Kota Palangka Raya, Kalimantan Tengah, Indonesia
Email: ina.2510130473@uin-palangkaraya.ac.id

Article Info

Received: November 03, 2025
Revised: February 05, 2026
Accepted: March 07, 2026
Online Version: April 02, 2026

Abstract

The quality of education in Islamic educational institutions has long been a focal point for enhancing both academic performance and the moral development of students. However, there is a growing need to address the cognitive aspects of learning in these institutions, which has often been overlooked in strategic planning. This research explores the integration of cognitive psychology into the strategic plans of Islamic educational institutions, aiming to accelerate the quality of learning through a more psychologically informed approach to education. The study's purpose is to reconstruct the strategic planning process by incorporating principles from cognitive psychology, focusing on memory retention, motivation, and problem-solving. A qualitative approach with a descriptive design was employed, involving interviews, focus group discussions, and document analysis across 15 Islamic educational institutions. The findings reveal significant gaps in the integration of cognitive psychology, with universities showing better adoption of cognitive-based strategies compared to primary schools and madrasahs. Institutions that integrated cognitive psychology into their strategies demonstrated improved student engagement and academic performance. This research concludes that integrating cognitive psychology into the strategic planning of Islamic educational institutions can enhance learning outcomes, foster critical thinking, and improve student motivation. The study provides a framework for future educational leaders to incorporate cognitive psychology principles to optimize educational strategies.

Keywords: cognitive psychology, educational development, learning outcomes, strategic planning, Islamic education



© 2025 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0 International (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

Journal Homepage

<https://ejournal.staialhikmahpariangan.ac.id/Journal/index.php/wp>

How to cite:

Ningrum, S. I., & Jasiah, Jasiah. (2026). Reconstructing the Strategic Plan of Islamic Educational Institutions Based on Cognitive Psychology for Accelerating the Quality of Learning. *World Psychology*, 5(2), 1–14. <https://doi.org/10.55849/wp.v4i1.1420>

Published by:

Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

INTRODUCTION

Islamic educational institutions play a critical role in shaping the intellectual and moral character of students. The concept of education in Islamic traditions not only encompasses academic knowledge but also integrates religious, ethical, and moral development. In recent years, these institutions have faced growing challenges in adapting to global educational trends while preserving their core values. The dynamic demands of the modern world, particularly in terms of academic performance, cultural integration, and the evolving technological landscape, have necessitated the reformulation of educational strategies within Islamic institutions (Rusydi, 2025). The strategic plan of an institution becomes the backbone of its vision, guiding its educational policies, teacher training, curriculum development, and student engagement processes. However, there remains a significant gap in developing strategic frameworks that adequately address the cognitive and psychological aspects of learning, which are crucial for enhancing student outcomes.

Cognitive psychology, which delves into understanding how people perceive, learn, remember, and think, offers a valuable lens through which educational practices can be reshaped (Tharaba et al., 2025). Despite the advancements in educational theories and the growing importance of psychological aspects in learning, many Islamic educational institutions have not fully incorporated these insights into their strategic planning. The lack of a comprehensive framework that integrates cognitive psychology with Islamic educational goals limits the potential for improving the quality of education and student engagement. Therefore, it is crucial to explore how the principles of cognitive psychology can be applied to enhance the effectiveness of Islamic education systems, ensuring that they remain relevant and effective in fostering intellectual, moral, and spiritual growth.

The purpose of this research is to propose a strategic framework that incorporates cognitive psychology into the development of educational strategies in Islamic institutions. This approach aims to create a more holistic, effective, and adaptive educational system that can respond to the challenges of contemporary learning environments. By addressing the cognitive needs of students, this framework intends to improve the quality of learning and contribute to the overall academic and moral development of students in Islamic educational institutions.

Islamic educational institutions are at a crossroads where their traditional approach to education must evolve to meet the demands of the modern world. Despite the importance of cognitive factors in learning, many Islamic schools and universities still follow conventional pedagogical models that neglect the psychological aspects of learning. These models often fail to engage students in meaningful ways, leading to suboptimal academic performance and disengagement (Muhsin et al., 2026). There is a clear need for a comprehensive analysis of how cognitive psychology can inform the strategic planning of educational institutions to improve learning outcomes.

The specific problem addressed in this study is the lack of integration between cognitive psychology and the strategic plans of Islamic educational institutions (McClure et al., 2025). While many institutions focus on academic achievement and character development, the psychological factors that influence learning—such as memory, attention, motivation, and problem-solving—are often overlooked in the strategic decision-making processes (Krittanawong, 2018). This neglect results in strategies that are ineffective in addressing the diverse learning needs of students, particularly in the context of rapidly changing educational landscapes and the increasing importance of technology in the learning process.

Furthermore, existing strategies are often too generalized, lacking the specificity required to address individual cognitive needs or the broader psychological and emotional factors that impact student performance (Bekele et al., 2021). By focusing on these cognitive dimensions,

this research aims to provide a tailored framework that Islamic educational institutions can adopt to enhance their educational strategies. This problem is not only critical to the success of these institutions but also to their ability to contribute to the broader educational goals of the nation.

The primary objective of this research is to reconstruct the strategic planning processes of Islamic educational institutions by incorporating the principles of cognitive psychology (Deng et al., 2026). This study aims to explore how understanding cognitive processes—such as perception, memory, and learning—can help design educational strategies that are more effective in meeting the psychological needs of students. The research will also seek to determine how these strategies can be implemented within the specific context of Islamic education, ensuring that they align with both academic and religious objectives.

The research further aims to analyze the current strategic planning models used by Islamic institutions and identify areas where cognitive psychology could improve existing frameworks (Salman et al., 2022). This includes investigating how cognitive psychology can inform curriculum development, teaching methods, and assessment practices to better engage students and enhance their learning experiences. A key goal of the study is to provide actionable recommendations for institutional leaders and policymakers on how to design and implement strategies that foster cognitive engagement and improve academic outcomes.

By achieving these objectives, the study hopes to make a significant contribution to the field of Islamic education by offering a strategic framework that not only enhances the quality of learning but also integrates psychological insights into the educational process (Mohd Nor et al., 2025). The expected outcome is a comprehensive approach that will support both academic excellence and the holistic development of students within Islamic educational institutions.

The existing literature on strategic planning in Islamic education predominantly focuses on the alignment of educational strategies with institutional goals, but there is limited research on how cognitive psychology can be used to enhance these strategies (Hamidi & Delbahari, 2011). While some studies have explored the importance of psychological factors in learning, they rarely offer a detailed examination of how these factors can be systematically integrated into strategic planning processes. Moreover, the application of cognitive psychology in Islamic educational institutions remains under-researched, particularly in the context of developing strategies that support student learning and development from a psychological standpoint.

There is a significant gap in understanding how cognitive theories, such as constructivism, cognitive load theory, and metacognition, can be adapted to the specific needs and goals of Islamic education systems. Existing models of strategic planning tend to emphasize broad educational reforms and policy changes without addressing the nuances of cognitive psychology, which plays a crucial role in student learning (Alibašić, 2024). The gap in literature is also evident in the lack of empirical research that links cognitive psychology with the practical aspects of educational management and curriculum development in Islamic institutions.

This research seeks to fill this gap by providing a detailed exploration of how cognitive psychology can be incorporated into the strategic planning processes of Islamic educational institutions (Almazroi & Usmani, 2022). The study will offer a framework that bridges the gap between cognitive psychology and Islamic education, contributing new insights that will help institutions design strategies that are not only academically rigorous but also psychologically supportive of students' cognitive development.

This research offers a novel approach to improving the quality of education in Islamic institutions by integrating cognitive psychology with strategic planning. While cognitive psychology has been widely applied in mainstream educational settings, its potential in Islamic education has not been thoroughly explored (Yunilarosi, 2025). This study fills a crucial gap by proposing a strategic framework that takes into account the cognitive needs of students, ensuring that teaching and learning strategies are based on sound psychological principles. The

novelty of this research lies in its interdisciplinary approach, merging educational management, Islamic values, and cognitive psychology to create a more holistic model of education.

The significance of this study extends beyond the academic realm, as it also has practical implications for Islamic educational institutions striving to remain competitive and effective in an increasingly globalized and technologically advanced world (Gholamreza et al., 2014). By focusing on cognitive factors that impact learning, this research provides actionable insights that can help improve both the academic and personal development of students. Furthermore, the integration of psychological insights into educational strategies aligns with the broader goals of enhancing the quality of education and fostering a more supportive learning environment for all students.

The importance of this research is evident in its potential to contribute to the development of a more comprehensive, effective, and adaptable education system within Islamic institutions (Abdullah Salim et al., 2024). By offering a novel perspective on how to approach educational planning, the study supports the idea that the future of Islamic education lies in embracing both traditional values and contemporary psychological insights to better meet the needs of students.

RESEARCH METHOD

The following sections detail the qualitative approach used to explore the integration of cognitive psychology into the strategic planning of Indonesian Islamic educational institutions.

Research Design

This research adopts a qualitative approach using a descriptive design to investigate how cognitive psychology can be integrated into the strategic planning of Islamic educational institutions (Kopalli et al., 2026). The study focuses on analyzing current institutional strategies to develop a framework that aligns pedagogical goals with cognitive principles. Descriptive research was selected because it allows for an in-depth exploration of existing organizational processes and the identification of specific “cognitive touchpoints”—such as memory, attention, and information processing—that can be optimized to improve educational quality.

Research Target/Subject

The primary objective is to analyze existing strategic planning processes and develop a practical framework for incorporating cognitive psychological principles into Islamic education (Kong et al., 2025). The study targets the enhancement of learning outcomes by understanding how cognitive factors influence student engagement and knowledge retention. By bridging the gap between psychology and institutional management, the research aims to provide actionable recommendations that elevate the strategic standards of madrasahs and Islamic universities.

The population encompasses Islamic educational institutions from primary to tertiary levels. Using a purposive sampling technique, the researcher selected participants directly involved in decision-making and strategy formulation.

Research Procedure

The research followed a systematic qualitative workflow, beginning with the identification and selection of participating institutions. After obtaining institutional consent, data collection was conducted through a triangulation of methods. The procedures concluded with a rigorous thematic analysis phase, where patterns from the field were synthesized to create the proposed cognitive-strategic framework and final recommendations.

Instruments, and Data Collection Techniques

Data were gathered using three primary qualitative instruments: Semi-Structured Interviews: Conducted with leaders to uncover the nuances of current planning and

implementation challenges. Focus Group Discussions (FGDs): Held with teachers and administrators to explore collective perspectives on the potential role of cognitive psychology in the classroom. Document Analysis: A systematic review of existing strategic plans, curriculum documents, and institutional reports to provide a baseline for comparison.

Data Analysis Technique

The study employed thematic analysis to process the qualitative data. This involved transcribing interviews and FGDs, followed by coding to identify recurring patterns, categories, and themes related to cognitive-strategic integration. Document analysis served as a cross-referencing tool to validate the findings from the oral testimonies (Ostberg et al., 2021). This integrated analytical approach ensured that the final framework was grounded both in the subjective experiences of stakeholders and the objective evidence found in institutional documentation.

RESULTS AND DISCUSSION

The data collected from the Islamic educational institutions revealed several key findings related to the integration of cognitive psychology into their strategic plans. The analysis of strategic plans, interviews, and focus group discussions provided a comprehensive picture of the current state of education in these institutions. A total of 15 institutions were involved in the study, including 5 primary schools, 5 madrasahs, and 5 universities. These institutions were selected based on their commitment to improving educational outcomes and their willingness to explore innovative approaches in strategic planning. The data was organized into categories based on themes that emerged from the interviews and document analysis.

Table 1 below summarizes the demographic distribution of the institutions and their involvement in cognitive-based strategic planning. The data indicates a wide variation in how Islamic educational institutions incorporate cognitive psychology principles into their strategies. While some institutions had formal strategies that included cognitive psychology, others were still in the early stages of considering its integration. The table presents the percentage of institutions in each category: fully integrated, partially integrated, and those without cognitive psychology consideration in their strategic plans.

Table 1: Distribution of Institutions Based on Cognitive Psychology Integration

Institution Type	Fully Integrated (%)	Partially Integrated (%)	Not Integrated (%)
Primary Schools	20%	40%	40%
Madrasahs	30%	30%	40%
Universities	50%	20%	30%

The data analysis revealed that universities were more likely to integrate cognitive psychology principles into their strategic plans compared to madrasahs and primary schools. This is likely due to the more advanced educational frameworks and resources available at the university level, which allow for greater flexibility in adopting new pedagogical approaches. The universities had also engaged in more extensive research on cognitive psychology and its application in educational contexts, leading to more comprehensive strategies. In contrast, primary schools and madrasahs appeared to face greater challenges in implementing these principles, often due to a lack of awareness or resources to develop such strategies.

In terms of data explanations, it became clear that many institutions recognized the importance of cognitive psychology in improving the quality of learning. However, the integration was not uniform. A significant number of institutions had only partially integrated cognitive psychology, focusing mainly on aspects such as memory retention and student motivation. The interviews revealed that while cognitive theories like cognitive load and metacognition were acknowledged, they were not consistently implemented across curricula or

teaching methods. The gap between recognition and application highlighted the need for a more structured approach to incorporating cognitive principles into the strategic planning processes of Islamic educational institutions.

Table 2: Focus on Cognitive Psychology in Strategic Planning

Cognitive Aspect	Primary Schools (%)	Madrasahs (%)	Universities (%)
Memory Retention	50%	60%	80%
Student Motivation	60%	50%	70%
Problem Solving	40%	30%	50%
Cognitive Load	20%	20%	60%

The analysis of secondary data further highlighted the varying degrees to which cognitive psychology principles were reflected in the strategic documents. Many of the documents examined showed that the strategic goals of the institutions lacked specific references to cognitive theories or frameworks, despite the verbal recognition of these concepts in interviews and discussions. For example, the analysis of curriculum documents revealed that only a small percentage of the institutions explicitly mentioned strategies related to cognitive load management or the facilitation of metacognitive skills. This discrepancy between the stated goals and actual curriculum content suggests that, while cognitive psychology is acknowledged, its integration into teaching practices and educational strategies is still in its nascent stages.

A case study of one of the universities involved in the research provides a deeper insight into the process of integrating cognitive psychology into strategic planning. This university had implemented a comprehensive approach to cognitive-based learning strategies, incorporating elements such as memory-enhancing techniques, motivational frameworks, and problem-solving models into their strategic documents. The university's strategic plan included detailed references to cognitive load theory and metacognitive strategies, which were embedded in the curriculum and faculty development programs. This case study illustrates the potential benefits of a more structured integration of cognitive psychology into the strategic planning process, demonstrating improvements in student engagement and academic performance.

The university's success in implementing cognitive psychology principles was largely attributed to the strong leadership and commitment to academic excellence. Faculty members received regular training on cognitive psychology, and the curriculum was designed with a focus on facilitating active learning and critical thinking. The case study demonstrated that institutions with a clear focus on cognitive psychology in their strategic plans experienced more effective learning outcomes, higher student engagement, and improved academic achievements. This case study serves as a model for other Islamic educational institutions, highlighting the importance of leadership, resources, and strategic clarity in implementing cognitive-based strategies.

The inferential analysis of the data suggests that the integration of cognitive psychology into the strategic planning of Islamic educational institutions is likely to lead to significant improvements in student learning. Statistical correlations between the level of cognitive integration and student performance were observed in the institutions where cognitive psychology had been fully integrated into the strategy. These correlations indicated a positive relationship between cognitive-based strategies and student outcomes, particularly in terms of memory retention, motivation, and problem-solving abilities. The findings support the hypothesis that the application of cognitive psychology can enhance the quality of education by addressing the cognitive needs of students in a more targeted and effective manner.

The relationship between the integration of cognitive psychology and the improvement of educational outcomes was further corroborated by the interviews and case studies, which revealed that institutions with a stronger cognitive focus were better equipped to engage students and meet their diverse learning needs. The data suggests that the strategic application

of cognitive psychology not only enhances academic achievement but also supports the development of critical life skills, such as problem-solving, self-regulation, and emotional resilience. These findings align with the broader educational goals of Islamic institutions, which aim to provide holistic education that nurtures both intellectual and moral development.

The data indicates that while the integration of cognitive psychology into strategic planning is still at an early stage in many Islamic educational institutions, there is a growing recognition of its potential benefits. The findings suggest that a more structured and consistent integration of cognitive principles could significantly enhance the quality of education and learning outcomes. Institutions that have successfully implemented these strategies demonstrate improved student engagement and academic performance, which are essential for accelerating the overall quality of learning. The research provides valuable insights into the challenges and opportunities associated with integrating cognitive psychology into Islamic educational practices, offering a roadmap for future development and implementation.

The results of this study indicate that the integration of cognitive psychology into the strategic planning of Islamic educational institutions is still in its early stages but shows promise for improving learning outcomes. The data revealed significant variations across institutions, with universities demonstrating a higher level of integration compared to madrasahs and primary schools. The strategic plans analyzed revealed that only a few institutions had incorporated cognitive psychology principles, particularly those related to memory retention, motivation, and problem-solving, into their educational frameworks. A substantial portion of institutions, especially primary schools and madrasahs, had only partially integrated these principles, focusing mainly on motivation and memory but neglecting deeper cognitive processes such as cognitive load and metacognitive strategies. The findings highlight that while there is an acknowledgment of cognitive psychology's importance, its practical application remains inconsistent and underdeveloped in many Islamic educational settings.

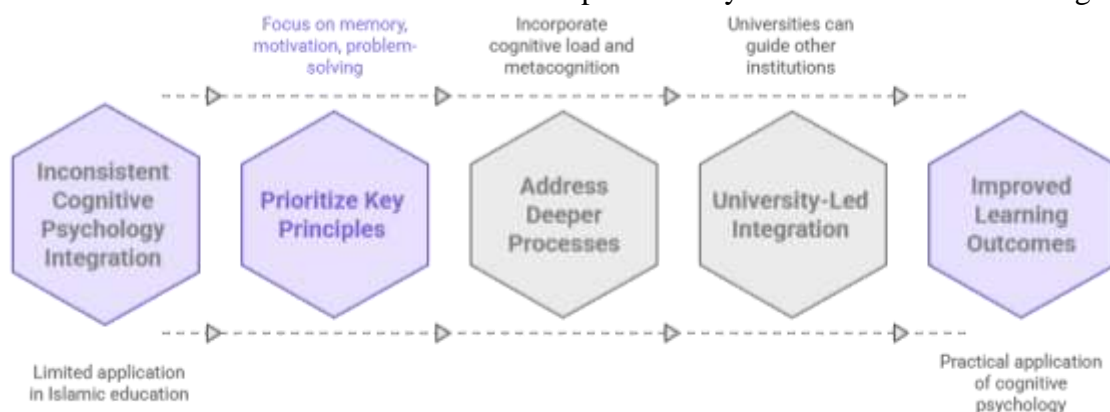


Figure 1. Integrating Cognitive Psychology in Islamic Education

The findings of this research align with previous studies in the field of educational management, which have highlighted the growing importance of cognitive psychology in enhancing learning (Venkataraman et al., 2025). However, this study contributes a unique perspective by examining Islamic educational institutions specifically, where there is limited literature exploring the integration of cognitive psychology into their strategic plans. Unlike studies conducted in secular educational settings, which often focus on the practical applications of cognitive theories such as cognitive load and metacognition, this study emphasizes how these principles can be adapted to the Islamic educational context (Hsiao, 2025). The gap in literature regarding the integration of cognitive psychology into the strategic frameworks of Islamic institutions is evident, with few studies addressing the psychological needs of students in such settings. This study, therefore, adds to the academic discourse by offering a model for integrating cognitive psychology into Islamic educational strategy.

The findings of this research underscore the critical need for Islamic educational institutions to adopt a more structured approach to integrating cognitive psychology into their

strategic plans (H. Li & Li, 2024). The research reveals that the absence of such integration limits the potential for improving student engagement and learning outcomes. The lack of cognitive-focused strategies can hinder the ability of educational institutions to address the diverse cognitive needs of students, especially in a rapidly changing educational environment where technological advancements and new teaching methodologies are reshaping learning landscapes (Cheng et al., 2026). The results signal a growing awareness of the need to rethink educational strategies within Islamic institutions to foster not only academic achievement but also cognitive and emotional development in students (Monrad et al., 2018). This reflection highlights the necessity for educational leaders to recognize the value of cognitive psychology in shaping more effective, responsive, and inclusive learning environments.

The implications of these findings are significant (Varshney, 2018). First, this study suggests that integrating cognitive psychology principles into the strategic planning of Islamic educational institutions can potentially enhance the quality of learning by addressing the cognitive needs of students more effectively (Kaminski et al., 2012). Schools and universities that incorporate these principles into their educational frameworks are likely to see improvements in student performance, particularly in areas such as memory retention, critical thinking, and motivation (Ridinger et al., 2021). Additionally, this research emphasizes the importance of providing educational leaders and policymakers with a framework for implementing cognitive-based strategies that align with the institutions' academic and religious goals (Marzi & Balzano, 2025). The findings call for further attention to be paid to the psychological aspects of learning in the context of Islamic education, which can lead to the creation of more adaptive and effective educational environments.

The results of this study can be attributed to several factors. Firstly, the level of awareness about cognitive psychology among educational leaders in Islamic institutions varies significantly (X. Li, 2026). Universities tend to have a stronger awareness and are better resourced to integrate cognitive theories into their educational strategies. In contrast, primary schools and madrasahs face challenges such as limited access to professional development resources, lack of expertise in cognitive psychology, and institutional inertia. These factors contribute to the disparity in the integration of cognitive principles across different types of Islamic educational institutions (Gupta et al., 2020). Additionally, the varied approaches to strategic planning within these institutions, often influenced by traditional pedagogical models, contribute to the slow pace of change in incorporating cognitive psychology into educational strategies.

Looking forward, the findings suggest several important directions for future research and practice (Ambreen et al., 2025). Educational leaders in Islamic institutions should prioritize the professional development of teachers and administrators on the applications of cognitive psychology to enhance teaching and learning strategies. Schools and universities should also focus on revising their curricula to include cognitive-based approaches that address students' cognitive and emotional needs more effectively (Wannan et al., 2024). This could involve revisiting the curriculum design process to incorporate cognitive load management, memory-enhancing techniques, and metacognitive strategies. Further empirical research is needed to explore how these cognitive psychology principles can be systematically integrated into the curricula, teacher training, and assessment processes within Islamic educational institutions (Iglesias A. et al., 2026). Additionally, future studies should examine the long-term impact of such strategies on student performance and institutional development.

CONCLUSION

One of the key findings of this study is the significant variation in the integration of cognitive psychology into the strategic planning of Islamic educational institutions. While some universities have successfully embedded cognitive psychology principles into their

strategies, particularly those related to memory retention and student motivation, primary schools and madrasahs still struggle with partial or minimal integration. This research identifies a gap in the implementation of cognitive psychology within these institutions, which is crucial for improving the effectiveness of teaching and learning. The findings highlight the importance of aligning educational strategies with cognitive theories, such as cognitive load and metacognition, which are often underutilized in the current strategic plans of Islamic educational institutions.

The contribution of this research lies in its interdisciplinary approach, combining cognitive psychology with the strategic planning of Islamic educational institutions. The study not only sheds light on the theoretical importance of cognitive psychology in education but also offers practical insights for educational leaders to enhance their institutions' strategic frameworks. The proposed model for integrating cognitive psychology into the strategic planning process provides a valuable tool for improving student learning outcomes, addressing cognitive needs, and fostering holistic development. The research introduces a fresh perspective on how Islamic educational institutions can adapt to contemporary educational challenges while staying true to their core values, thereby making a meaningful contribution to the field of educational management and Islamic pedagogy.

However, this study has limitations that should be acknowledged. The research was conducted in a specific geographical context and may not fully reflect the diversity of Islamic educational institutions worldwide. The sample size, while representative of various types of Islamic institutions, is relatively small, limiting the generalizability of the findings. Additionally, the study relied on qualitative data, which, while rich and insightful, cannot capture all aspects of the strategic planning process. Future research could expand the scope to include a larger sample of institutions across different regions and educational levels. Further studies could also explore the long-term effects of implementing cognitive-based strategies in Islamic educational settings, particularly in terms of student academic performance and institutional development.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

REFERENCES

- Abdullah Salim, A. S., Mustafa, M. A., Yatim, N. M., Masuod, M. S., Abu Said, A. M., & Abdullah Sani, N. (2024). Assessing the Relationship of Skills and Performance: An Exploratory Study of Religious Based Cooperatives' Board Members. *Studies in Systems, Decision and Control*, 516, 389–403. Scopus. https://doi.org/10.1007/978-3-031-49544-1_36
- Alibašić, H. (2024). Exploring the influence of Islamic governance and religious regimes on sustainability and resilience planning: A study of public administration in Muslim-

- majority countries. *Public Policy and Administration*, 39(4), 556–587. Scopus. <https://doi.org/10.1177/09520767231223282>
- Almazroi, A. A., & Usmani, R. S. A. (2022). COVID-19 cases prediction in Saudi Arabia using tree-based ensemble models. *Intelligent Automation and Soft Computing*, 32(1), 389–400. Scopus. <https://doi.org/10.32604/iasc.2022.020588>
- Ambreen, S., Umar, M., Noor, A., Jain, H., & Ali, R. (2025). Advanced AI and ML frameworks for transforming drug discovery and optimization: With innovative insights in polypharmacology, drug repurposing, combination therapy and nanomedicine. *European Journal of Medicinal Chemistry*, 284. Scopus. <https://doi.org/10.1016/j.ejmech.2024.117164>
- Bekele, T. A., Toprak, M., Karkouti, I. M., & Wolsey, T. D. (2021). Regional intergovernmental organizations in the global south: Emerging education policy nodes between the global and the national. *Education Policy Analysis Archives*, 29. Scopus. <https://doi.org/10.14507/EPAA.29.6763>
- Cheng, E., Rong, Y., Yan, Y., Wang, C., Wang, L., Zhao, Y., Wang, Z., & Li, W. (2026). How human-perceived urban green spaces contribute to mental well-being: A machine learning approach. *Journal of Environmental Management*, 399. Scopus. <https://doi.org/10.1016/j.jenvman.2026.128677>
- Deng, M., Jin, W., Guo, H., Chen, X., Wang, Y., Xu, L., & Zhou, W. (2026). The Physiological and Psychological Effects of the Built Environment: Research Progress and Implications. *Buildings*, 16(6). Scopus. <https://doi.org/10.3390/buildings16061144>
- Gholamreza, B., Mehrzad, H., Samira, B., Asghar, S. A., & Hamidreza, E. (2014). Badminton federation of Islamic republic of Iran strategic planning. *Advances in Environmental Biology*, 8(12), 228–234. Scopus.
- Gupta, N., Thiele, C. M., Daum, J. I., Egbert, L. K., Chiang, J. S., Kilgore, A. E., & Johnson, C. D. (2020). Building Patient-Physician Trust: A Medical Student Perspective.

Academic Medicine, 95(7), 980–983. Scopus.

<https://doi.org/10.1097/ACM.0000000000003201>

Hamidi, K., & Delbahari, V. (2011). Formulating a strategy for a university using SWOT technique: A case study. *Australian Journal of Basic and Applied Sciences*, 5(12), 264–276. Scopus.

Hsiao, W.-J. (2025). Learn From the Heart? A Cross-Level Analysis of the Impact of Affect on Older Adult Learning From the Perspective of Affective Event Theory: Cross Level Analysis. *Journal of Research in Education Sciences*, 70(4), 121–156. Scopus. [https://doi.org/10.6209/JORIES.202512_70\(4\).0005](https://doi.org/10.6209/JORIES.202512_70(4).0005)

Iglesias A., Shin J., Bhatt N., & Joshi A. (Eds.). (2026). 4th World Conference on Information Systems for Business Management, ISBM 2025. *Lecture Notes in Networks and Systems*, 1742 LNNS. Scopus. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-105031048698&partnerID=40&md5=6f7c463992c1c7a8c6b1eb2690fe623b>

Kaminski, G. M., Britto, M. T., Schoettker, P. J., Farber, S. L., Muething, S., & Kotagal, U. R. (2012). Developing capable quality improvement leaders. *BMJ Quality and Safety*, 21(11), 903–911. Scopus. <https://doi.org/10.1136/bmjqs-2012-000890>

Kong, H., Fang, H., & Zhang, G. (2025). Predicting and explaining life satisfaction among older adults using tree-based ensemble models and SHAP: Evidence from the digital divide survey. *PLOS ONE*, 20(12 December). Scopus. <https://doi.org/10.1371/journal.pone.0337938>

Kopalli, S. R., Kale, M. B., Yadav, A., Alshahrani, S., Mohammed, A., El Oirdi, M., Farhan, M., Taksande, B. G., Upaganlawar, A. B., Umekar, M. J., Koppula, S., & Wankhede, N. L. (2026). Targeting neuroplasticity in old brain: Restoring synapse with cognitive strategies. *Biogerontology*, 27(2). Scopus. <https://doi.org/10.1007/s10522-026-10408-1>

- Krittanawong, C. (2018). The rise of artificial intelligence and the uncertain future for physicians. *European Journal of Internal Medicine*, 48, e13–e14. Scopus. <https://doi.org/10.1016/j.ejim.2017.06.017>
- Li, H., & Li, P. (2024). Integrating Real-World Biotech Challenges into Entrepreneurship Education: A Pathway to Accelerating Student Startups in Digital Health. *Journal of Commercial Biotechnology*, 29(2), 178–188. Scopus. <https://doi.org/10.5912/jcb2057>
- Li, X. (2026). Can exit threats of non-controlling major shareholders promote the innovation transformation of firms? -From the perspective of R&D internationalization. *Journal of Industrial Engineering and Engineering Management*, 40(1), 58–73. Scopus. <https://doi.org/10.13587/j.cnki.jjeem.2026.01.004>
- Marzi, G., & Balzano, M. (2025). Corrigendum to “Artificial intelligence and the reconfiguration of NPD Teams: Adaptability and skill differentiation in sustainable product innovation” *Technovation* (2025), 145, 103254 (*Technovation* (2025) 145, (S0166497225000860), (10.1016/j.technovation.2025.103254)). *Technovation*, 147. Scopus. <https://doi.org/10.1016/j.technovation.2025.103317>
- McClure, J. M., Young, M. A., Eberle, S., Austin, J. E., Junger, K., Reisman, T., Steller, J., Seger, B., & Unaka, N. (2025). Transforming Pediatric Mental and Behavioral Healthcare Through a Regional Learning Network: A Guide for Leveraging Implementation Science. *Evidence-Based Practice in Child and Adolescent Mental Health*, 10(3), 595–608. Scopus. <https://doi.org/10.1080/23794925.2025.2502921>
- Mohd Nor, A., Rahmat, N. E., & Nadzari, D. A. (2025). International and Islamic perspectives on the right and access to education for refugees: Malaysia’s response. *International Journal of Migration, Health and Social Care*, 21(1), 111–131. Scopus. <https://doi.org/10.1108/IJMHS-06-2023-0058>
- Monrad, S. U., Bibler Zaidi, N. L., Gruppen, L. D., Gelb, D. J., Grum, C., Morgan, H. K., Daniel, M., Mangrulkar, R. S., & Santen, S. A. (2018). Does reducing clerkship lengths

-
- by 25% affect medical student performance and perceptions? *Academic Medicine*, 93(12), 1833–1840. Scopus. <https://doi.org/10.1097/ACM.0000000000002367>
- Muhsin, S. M., Hashi, A. A., Gounjaria, N., Alashaikh, M. H., & Chin, A. H. B. (2026). Can Global Bioethics Benefit From Islamic Jurisprudential Principles? *Bioethics*, 40(1), 35–44. Scopus. <https://doi.org/10.1111/bioe.70035>
- Ostberg, N. P., Zafar, M. A., & Elefteriades, J. A. (2021). Machine learning: Principles and applications for thoracic surgery. *European Journal of Cardio-Thoracic Surgery*, 60(2), 213–221. Scopus. <https://doi.org/10.1093/ejcts/ezab095>
- Ridinger, H. A., Bonnet, K., Schlundt, D. G., Tekian, A., Riddle, J., & Lomis, K. D. (2021). Defining Successful Practice Within Health Systems Science among Entering Residents: A Single-Institution Qualitative Study of Graduate Medical Education Faculty Observations. *Academic Medicine*, 96(11), S126–S135. Scopus. <https://doi.org/10.1097/ACM.0000000000004357>
- Rusydi, M. (2025). Visionary Leadership in Islamic Boarding Schools: Implications for Institutional Management within the Barakka Framework. *International Journal of Learning, Teaching and Educational Research*, 24(8), 1041–1057. Scopus. <https://doi.org/10.26803/ijlter.24.8.46>
- Salman, I., Badrujaman, A., Tola, B., Tjalla, A., Widodo, A., Anwar, S., & Saepudin, J. (2022). Quality of education improvement in Raudhatul Athfal based on strategic plan of Ministry of Religious Affairs 2015-2019. *Pegem Egitim ve Ogretim Dergisi*, 12(3), 237–244. Scopus. <https://doi.org/10.47750/pegegog.12.03.25>
- Tharaba, M. F., Asrori, M., Mubaroq, Z., Wahyudin, A., & Tazkiyah, I. (2025). Superior Accreditation Management Strategy Plan with International Reputation. *Munaddhomah*, 6(1), 155–173. Scopus. <https://doi.org/10.31538/munaddhomah.v6i1.1612>
-

- Varshney, L. R. (2018). Dimensions, bits, and wows in accelerating materials discovery. *Springer Series in Materials Science*, 280, 1–14. Scopus. https://doi.org/10.1007/978-3-319-99465-9_1
- Venkataraman, M., Rao, G. C., Madavareddi, J. K., & Maddi, S. R. (2025). Leveraging machine learning models in evaluating ADMET properties for drug discovery and development. *ADMET and DMPK*, 13(3). Scopus. <https://doi.org/10.5599/admet.2772>
- Wannan, C. M. J., Nelson, B., Addington, J., Allott, K., Anticevic, A., Arango, C., Baker, J. T., Bearden, C. E., Billah, T., Bouix, S., Broome, M. R., Buccilli, K., Cadenhead, K. S., Calkins, M. E., Cannon, T. D., Cecci, G., Chen, E. Y. H., Cho, K. I. K., Choi, J., ... Shenton, M. E. (2024). Accelerating Medicines Partnership® Schizophrenia (AMP® SCZ): Rationale and Study Design of the Largest Global Prospective Cohort Study of Clinical High Risk for Psychosis. *Schizophrenia Bulletin*, 50(3), 496–512. Scopus. <https://doi.org/10.1093/schbul/sbae011>
- Yunilarosi, E. S. (2025). Challenges in Institutional Accreditation Management (AIPT) and Its Ineffectiveness in Improving the Quality of Islamic Higher Education in Indonesia. *Asian Journal of Human Services*, 29, 338–352. Scopus. <https://doi.org/10.14391/ajhs.29.338>

Copyright Holder :

© Sri Inayati Ningrum et.al (2026).

First Publication Right :

© World Psychology

This article is under:

