

Research Article

Deep Learning-Based Education Management to Increase Student Enrollment at Christian Junior High Schools in Batam

Efvi Noyita^{1*}

¹ Sekolah Tinggi Teologi Real Batam, Ahmad Yani, Batam, Riau Island, Indonesia

* Corresponding Author: e-mail: efvinoyitapermata@gmail.com

Abstract: This study examines the implementation of education management based on deep learning, which combines an intensive pedagogical approach and spiritual values to increase student enrollment in Christian Junior High Schools (SMP) in Batam. With a strategy emphasizing meaningful learning, intensive interaction, and integration of spiritual values, this research aims to analyze how innovative education management can strengthen the appeal of Christian schools and improve overall education quality. A mixed-methods approach was used, collecting quantitative and qualitative data through surveys, interviews, and observations at 36 Christian SMPs in Batam. The results indicate that the synergy between deep learning-based management, curriculum innovation, and spiritual leadership of school principals significantly contributes to enhancing education quality and student enrollment. This article provides practical recommendations for developing school management based on meaningful and spiritual learning as a model for improving the quality and competitiveness of Christian schools in the global era.

Keywords: Christian School; Curriculum Innovation; Deep Learning; Education Management; Students Enrollment.

1. Introduction

The quality of education is a key pillar in human resource development, especially in areas with complex socio-cultural dynamics such as Batam City. Christian junior high schools face fierce competition with various public and private schools in attracting prospective students. Therefore, innovative educational management is needed, not only focusing on administrative management, but also based on deep learning that emphasizes meaningful learning experiences, intensive pedagogy, and Christian spiritual values (Mince Mewet and Rangga 2025).

Deep learning as a pedagogical approach is oriented towards the comprehensive cognitive, emotional, and spiritual involvement of students as well as the transformation of learning experiences that motivate and strengthen students' understanding and character (Faquhuddin and others 2024). Meanwhile, adaptive and innovative educational management is needed to support the creation of an inclusive and conducive learning environment that is able to optimally integrate spiritual values education (Haq 2020).

School-Based Education Management (SBEM) is an educational management paradigm that gives broad autonomy and responsibility to schools to manage resources and learning processes according to local needs and context (Noyita 2022). Within this framework, SBEM enables the implementation of deep learning and contextual spiritual pedagogy that aligns with the unique characteristics of Christian Junior High Schools (SMP Kristen) in Batam. With SBEM, schools are expected to build management systems that empower teachers and students in a religious and innovative educational environment (Noyita 2022).

Received: August 25, 2025
Revised: September 20, 2025
Accepted: October 28, 2025
Published: October 31, 2025
Curr. Ver.: October 31, 2025



Copyright: © 2025 by the authors.
Submitted for possible open
access publication under the
terms and conditions of the
Creative Commons Attribution
(CC BY SA) license
(<https://creativecommons.org/licenses/by-sa/4.0/>)

Previous research shows that a spirituality-based curriculum not only enhances students' psychological well-being but also contributes to critical thinking skills and character strengthening (Mince Mewet and Ranga 2025). Moreover, the concept of spiritual pedagogy applied through educational programs can encourage the holistic formation of morals and faith values within the formal learning environment (Faqihuddin and others 2024).

The purpose of this article is to explain how education management based on deep learning, rooted in spiritual values and pedagogical innovation, can be an effective strategy to improve the quality of education and increase student enrollment at Christian Junior High Schools in Batam.

Although many studies discuss education management and deep learning, there is still little research that comprehensively integrates both aspects in the context of Christian schools in Indonesia, especially Christian Junior High Schools in Batam. Furthermore, research focusing on the role of spiritual leadership of principals in optimizing deep learning-based management to improve both education quality and student enrollment remains very limited. In addition, there are few empirical studies linking School-Based Management (SBEM) with increased student enrollment in multicultural socio-cultural environments like Batam. The impact of suboptimal student admission regulations (PPDB) and limited facilities on the effectiveness of deep learning management in Christian schools has also been under-researched. Therefore, this study aims to fill the existing research gap with a holistic and contextual approach, and is expected to provide meaningful practical and academic contributions.

The conceptual framework of this paper describes the relationships between variables involved in efforts to increase student enrollment at Christian Junior High Schools in Batam. The main focus is on education management based on deep learning that supports meaningful and intensive learning processes cognitively, emotionally, and spiritually. These variables include principal leadership, innovative curriculum development, and teacher empowerment. Other key supports are value-based spiritual pedagogy, which integrates motivation and holistic character building of students through a religious school environment, as well as learning innovation through the use of adaptive and interactive modern methods and technology.

These three variables deep learning-based management, spiritual pedagogy, and learning innovation interact synergistically to improve the quality of education and students' learning experiences. The combination of these variables directly contributes to the dependent variable, namely the increase in new student enrollment as an indicator of the school's success in attracting prospective students and parents. This conceptual framework serves as a systematic guide for research to analyze how the integrative application of these three aspects can significantly enhance the competitiveness and quality of Christian Junior High Schools in Batam.

The main hypothesis of this paper states that education management based on deep learning has a positive and significant influence on increasing student enrollment at Christian Junior High Schools in Batam. A management approach that supports meaningful, cognitively and emotionally intensive learning processes, integrated with spiritual values, is believed to enhance the attractiveness and quality of education, thereby attracting more prospective students.

Furthermore, this paper also proposes that value-based spiritual pedagogy acts as a mediator that strengthens the relationship between education management and student enrollment. Effective spiritual pedagogy increases students' motivation and holistic development, thus contributing to the school management's success in boosting enrollment. In addition, learning innovation through the use of adaptive methods, media, and technology is also hypothesized to moderate the influence of deep learning-based management by improving the quality of learning and the school's competitiveness. The overall combined and synergistic effects of these three variables are expected to significantly increase the number of new student enrollments at Christian Junior High Schools in Batam.

Although studies on education management, deep learning, and spiritual values have been widely conducted separately, research integrating all three in the context of Christian Junior High Schools in Batam is still very limited. Moreover, the role of principals' spiritual leadership in managing deep learning-based management supported by spiritual values and pedagogical innovation has not been widely studied empirically. This research aims to fill that gap by applying a mixed-methods approach to 36 Christian Junior High Schools in Batam as the study context. This research integrates cognitive, emotional, spiritual, and digital innovation dimensions into a holistic education management model. The novelty of this study

lies in the development of an education management model that combines deep pedagogy, spiritual leadership, and digital innovation to improve both the quality of education and the school's appeal through increased new student enrollment. The synergy of these three aspects is expected to become a relevant and applicable framework for the sustainable and contextual development of Christian education in the global era.

2. Theoretical Framework

Education management is a key factor in determining a school's success in providing quality education and increasing interest in student enrollment. The concept of deep learning-based education management emphasizes the comprehensive cognitive, emotional, and spiritual engagement of students, focusing not only on administrative aspects but also on meaningful learning experiences. This approach integrates Christian spiritual values as the foundation for character formation and the development of a conducive school climate (Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2025).

Christian education management is a process that involves planning, organizing, directing, and supervising education based on biblical values and devotion to God as its primary foundation. This approach emphasizes the integration of Christian moral and ethical values in shaping students' character and creating a positive school environment. Leadership in Christian education management follows the example of Christ's service, prioritizing dedication and responsibility in managing resources to achieve educational goals effectively and professionally. The implementation of such management and leadership is crucial for the advancement of formal, informal, and non-formal educational organizations, with descriptive qualitative approaches serving as the basis for literature studies in this research (Mulyasa 2016).

The spiritual leadership of the principal plays a central role in the application of deep learning-based education management. According to research by Marthen and Markus, leadership styles that exemplify Christian values have a significant positive impact on the spiritual character formation of students and staff, as well as on the creation of a service- and love-oriented school culture. Spiritual leadership is not only involved in resource management but also in fostering motivation and engagement among all school members through religious activities, character development, and effective communication with parents and the community (Mulyasa 2016).

Recent studies also emphasize that pedagogical innovation and adaptive curricula are key supporting factors in enhancing the attractiveness of Christian schools. Mewet and Rangga demonstrate that the integration of spiritual values into the Christian education curriculum can significantly improve students' psychological well-being and critical thinking skills. Intensive and holistic spiritual pedagogy helps shape students' character and sustainable intrinsic motivation. The integration of spiritual values into the curriculum enhances students' psychological well-being and critical thinking skills through intensive and meaningful learning. Such innovation must be supported by effective education management, including strategic planning, professional development for teachers, management of facilities and infrastructure, and the provision of relevant extracurricular activities (Mewet and Rangga 2025).

Furthermore, Iksal asserts that spiritual guidance programs specifically designed for the millennial generation are highly effective in improving students' character quality and engagement in the learning process (Iksal et al. 2024). An integrative educational model that prioritizes the spiritual dimension is increasingly relevant in shaping a generation that is not only academically competent but also possesses strong character and noble values (Firnando 2025).

In the context of competition in Batam, which is characterized by multicultural socio-cultural dynamics, active participation of parents and the community is an essential element that can support the success of deep learning-based management. Such participation contributes to increased public trust in schools and helps create an inclusive and supportive learning environment. Research by Ningsih et al. highlights the importance of effective communication between schools and parents to strengthen synergy in supporting student development.

However, Christian schools in Batam continue to face challenges such as limited facilities, perceptions of high education costs, and less supportive student admission policies (PPDB), which remain obstacles to increasing student enrollment. Therefore, the literature emphasizes the need for synergy between spiritual leadership, deep learning-based education

management, and supportive policies to produce sustainable and competitive school development strategies (Batam Pos 2024).

Based on this theoretical foundation and empirical findings, this article seeks to further examine how deep learning-based education management, supported by spiritual leadership, can make a significant contribution to improving the quality of education and increasing new student enrollment at Christian Junior High Schools in Batam City.

3. Research Findings

The results of this study indicate that the implementation of deep learning-based education management in Christian Junior High Schools (SMP Kristen) in Batam City has had a positive impact on both the quality of education and the number of new student enrollments. Quantitative data collected from questionnaires distributed to principals, teachers, students, and parents reveal that the majority of respondents rated the effectiveness of school management highly, particularly in schools that adopt meaningful learning approaches integrating students' cognitive, emotional, and spiritual engagement. This approach not only emphasizes academic achievement but also pays close attention to the holistic development of students.

Statistical analysis demonstrates a significant positive correlation between deep learning-based education management and the increase in student enrollment figures. This finding suggests that management strategies emphasizing intensive learning and the integration of spiritual values enhance the school's attractiveness to prospective students and their parents. Secondary data from school records further support these findings, showing a consistent upward trend in enrollment over the past three years in several Christian junior high schools that have adopted this model. These results affirm that comprehensive improvements in educational quality directly contribute to increased community interest in choosing Christian schools as the primary option for their children's education.

Qualitative findings from interviews with principals and teachers reveal that the spiritual leadership of school principals is a key factor in fostering a positive school culture and high student motivation. Principals who actively support religious activities, character development programs, and the implementation of spiritual pedagogical innovations are able to create a conducive learning environment and enhance public trust in Christian schools. Furthermore, collaborative relationships among schools, families, and religious communities further strengthen the success of the deep learning approach. The involvement of all stakeholders creates a synergy that supports the sustainability of the implemented education management model (Mulyasa 2016).

This finding also underscores the importance of synergy between schools, families, and religious communities as a support network that strengthens the effectiveness of deep learning. This relationship reflects an educational ecological approach that places various social environments as determinants in creating sustainable quality education. Close collaboration among these stakeholders enables curriculum renewal that is relevant as well as the development of character-building programs that can respond to the diverse needs and expectations of society.

As part of educational innovation efforts, various institutions in Indonesia have developed creative and practical digital learning models. Examples of these innovations include the use of gamification, augmented reality (AR) and virtual reality (VR) technologies, interactive online learning applications, and the flipped classroom model that emphasizes independent learning and active discussion. These innovations not only promote increased student engagement but also deepen understanding and motivation to learn, in line with the principles of deep learning that prioritize cognitively and emotionally meaningful learning experiences.

Even one private school in Batam that conducted digital literacy training for teachers at Permata Harapan 2 Batam School is a concrete example of this innovation implementation. The training not only strengthens teachers' technical ability to use digital platforms but also instills deep learning innovation principles based on digital pedagogy. This approach integrates the effective and coordinated use of technology into learning strategies to create meaningful, interactive, and personalized learning experiences for students. With improved digital literacy, teachers are better able to design adaptive and responsive learning strategies to student needs while optimizing available digital resources. This digital-based learning innovation has proven to have a significant positive impact on teaching quality and active student engagement during the learning process, consistent with the deep learning-based

educational management orientation promoted by the educational institution (Purba et al. 2024).

However, findings related to facility challenges and public perception of education costs affirm that the success of educational management depends not only on pedagogy and leadership but also on external factors affecting school access and sustainability. Therefore, responsive and innovative management strategies must be able to accommodate these needs through resource optimization and open communication with all stakeholders.

Additionally, a particular challenge faced in Batam city is the tendency of the public generally to prefer enrolling their children in public junior high schools (SMP Negeri) over Christian or other private junior high schools. The city government's tendency to support this by building new public junior high schools annually strengthens this preference. This policy was taken because the capacity of public schools is considered to have exceeded existing capacity, necessitating additional public school facilities. However, if the Batam city government can better optimize the implementation of the existing "Capacity Plan (RDT)" while also directing the community to consider placing their children in private, Christian, or other religious junior high schools, this could balance the distribution of new student admissions in private schools. This approach will not only reduce pressure on public school facilities but also provide opportunities for private schools to grow and improve education quality more evenly in Batam city.

Moreover, if the Batam city government also provides broader support to private schools, not only at the junior high school level but also across all elementary and junior high school education levels through "Policy Support Interventions for Private Schools," this support will open more opportunities for foundations managing private schools in Batam to thrive. Thus, the equitable distribution of new student numbers between public and private schools can be realized in a more balanced manner. Furthermore, improving education quality in both types of educational institutions, public and private, can be achieved sustainably.

Of course, these steps must be accompanied by educating the community about the importance of quality education for all school-age children, as well as the importance of enrolling children according to their educational level and family's economic ability. With this understanding, the community with the economic capacity to finance private school education is expected to give opportunities to public schools to meet the educational needs of children from families with limited economic capacity. This community education should consider various social backgrounds and community needs to ensure the solutions taken are truly inclusive and responsive to the socio-economic conditions in Batam.

Overall, this discussion emphasizes that education management based on deep learning, supported by spiritual leadership and partnerships with families and communities, is an effective management model to enhance the competitiveness and quality of Christian education in Christian junior high schools in Batam. This model not only contributes to increased enrollment but also supports holistic student development aligned with the Christian values upheld.

4. Research Method

This study employs a mixed-methods approach, integrating both quantitative and qualitative data collection and analysis. This approach was chosen to obtain a comprehensive understanding of the effectiveness of deep learning-based education management in increasing student enrollment at Christian Junior High Schools (SMP Kristen) in Batam City. The research was conducted across 36 Christian junior high schools located in various districts of Batam. Research participants included principals, teachers, students, and parents who are directly involved in the implementation of education management and the student enrollment process. Purposive sampling was used to ensure the involvement of respondents relevant to the research objectives.

Quantitative data were collected through the distribution of structured questionnaires designed to measure variables such as deep learning-based education management practices, stakeholder satisfaction, and student enrollment figures. A 5-point Likert scale was used to assess respondents' perceptions and satisfaction levels. In addition, secondary data from official school records and government education databases were utilized to complement the primary data. For qualitative data, the researchers conducted semi-structured interviews with principals, teachers, and school foundation administrators to explore management practices, challenges encountered, and strategies implemented to increase student enrollment. Direct

observation of learning processes and school activities was also carried out to enrich the qualitative data and provide deeper contextual insights.

Quantitative data analysis was performed using descriptive statistics, correlation tests, and multiple linear regression to examine the influence of deep learning-based education management on the increase in new student enrollment. Instrument validity was assessed through content and construct validity, while reliability was measured using Cronbach's alpha to ensure the consistency of the instruments. Qualitative analysis was conducted using thematic analysis to identify patterns, challenges, and successes in the implementation of education management and spiritual leadership that contribute to increased student enrollment. Throughout the research process, ethical considerations were upheld by conducting socialization and obtaining informed consent from all participants. Data confidentiality and participants' right to withdraw from the study were strictly maintained. Institutional approval was obtained prior to the commencement of the study to ensure the smooth conduct and integrity of the research

5. Discussion

The research results showing the positive effects of education management based on deep learning on the quality of education and the number of student enrollments at Batam Christian Junior High School support the theory that a learning approach integrating cognitive, emotional, and spiritual aspects can create a more meaningful and comprehensive learning experience. Deep learning, which emphasizes the total involvement of students, not only improves academic achievement but also shapes strong intrinsic character and motivation as the main capital in facing future educational challenges.

The spiritual leadership of the school principal has proven to be a strategic factor in the successful implementation of this management. This aligns with the concept of transformational leadership, which emphasizes inspiration and moral support as drivers of a positive school culture and conducive learning climate. Principals who can integrate spiritual values into school management play a significant role in building trust and loyalty in the community, which directly impacts the increase in the number of registrants.

Spiritual leadership in Christian education is a fundamental aspect that influences the success of educational institution management. According to Marthen Mau and Markus Amid (2023), Christian education management must be rooted in the values of service, example, and sacrifice exemplified by Jesus Christ as the chief leader. This leadership style not only focuses on administrative aspects but also touches on the emotional and spiritual dimensions of the school community. Effective spiritual leadership encourages the formation of the spiritual character of students and staff, creating a strong educational culture and a conducive, transformative learning climate. Leadership exemplifying Christian values can inspire meaningful change, build intrinsic motivation, and strengthen the involvement of the entire school community in realizing a sustainable Christian education vision.

These findings also highlight the importance of synergy between schools, families, and religious communities as supportive networks that enhance the effectiveness of deep learning. This relationship reflects an educational ecology approach that places various social environments as determining factors in creating sustainable education quality. Close collaboration among stakeholders allows for curriculum renewal relevant to current needs and the development of character-building programs capable of addressing the diverse needs and expectations of the community.

As part of educational innovation efforts, various institutions in Indonesia have developed creative and practical digital learning models. Examples of these innovations include the use of gamification, augmented reality (AR) and virtual reality (VR) technology, interactive online learning applications, and flipped classroom models that emphasize independent learning and active discussion. These innovations not only encourage increased student engagement but also deepen understanding and motivation to learn, in line with the principles of deep learning which prioritizes meaningful learning experiences cognitively and emotionally.

One private school in Batam implemented digital literacy training for teachers at Permata Harapan 2 Batam School as a concrete example of this innovation. This training not only strengthened teachers' technical abilities in utilizing digital platforms but also instilled principles of deep learning innovation based on digital pedagogy. This approach integrates effective and comprehensive use of technology into learning strategies to create meaningful, interactive, and personalized learning experiences for students. With enhanced digital literacy,

teachers are better able to design adaptive and responsive learning strategies according to student needs while optimizing available digital resources. Such digital-based learning innovations have proven to significantly positively impact teaching quality and active student engagement during the learning process, consistent with the deep learning education management orientation promoted by the institution.

However, findings related to facility challenges and public perception of education costs affirm that the success of education management depends not only on pedagogical and leadership aspects but also on external factors that affect school access and sustainability. Therefore, responsive and innovative management strategies must accommodate these needs through resource optimization and open communication with all stakeholders.

Additionally, a specific challenge faced in Batam city is the general tendency of the community to prefer enrolling their children in public junior high schools rather than Christian or other private junior high schools. The city government's policy of building a new public junior high school each year reinforces this preference. This policy was made because the capacity of public schools is considered exceeded, so additional public School facilities are needed. However, if the Batam city government can better optimize the existing "Capacity Plan" (RDT) while guiding the community to consider placing their children in private, Christian, or religious junior high schools, this can balance the distribution of new student admissions in private schools. This approach would reduce pressure on public school facilities and provide opportunities for private schools to develop and improve the quality of education more evenly across Batam.

Moreover, if the Batam city government also provides broader support to private schools—not only at the junior high school level but also throughout primary education (elementary and junior high)—through "Policy Support Interventions for Private Schools," more opportunities for private school foundations in Batam to grow will open up. Thus, achieving a more balanced distribution of new students between public and private schools is possible. Also, sustainable quality improvement in both types of education institutions (public and private) can be attained.

Certainly, these steps must be accompanied by public education about the importance of quality education for all school-age children and the importance of enrolling children according to educational level and family economic ability. With this understanding, the community with the financial capacity to fund private school education is expected to allow public schools to meet the educational needs of children from economically limited families. Public education should consider various social backgrounds and community needs to ensure that solutions are truly inclusive and responsive to Batam's socio-economic conditions.

Overall, this discussion confirms that deep learning-based education management supported by spiritual leadership and partnerships with families and communities is an effective management model to improve the competitiveness and quality of Christian education at Batam Christian Junior High School. This model not only contributes to increased enrollment but also supports holistic student development aligned with Christian values upheld by the institution.

6. Conclusion

This study demonstrates that deep learning-based education management, which integrates cognitive, emotional, and spiritual aspects, has a significant positive impact on improving educational quality and increasing student enrollment at Christian Junior High Schools (SMP Kristen) in Batam. Strong spiritual leadership and synergistic collaboration among schools, families, and religious communities are key factors in the successful implementation of this management model.

Despite challenges such as limited facilities, perceptions of educational costs, and the community's tendency to prefer public schools, policy support from the city government—particularly in optimizing the "Capacity Planning (Rencana Daya Tampung, RDT)" and providing educational policy interventions for private schools—is essential to achieve equity and quality improvement in education in Batam. Public education on the importance of quality education and choosing schools according to economic capacity is also a crucial aspect in supporting the sustainability of this educational model.

Thus, deep learning-based education management, supported by spiritual leadership and comprehensive policy support, has the potential to become a sustainable model for the development of Christian education, enhancing the competitiveness and quality of Christian Junior High Schools in Batam and similar educational institutions in the future.

Recommendation

Based on the research findings and discussion, several strategic recommendations can be proposed to support the success of deep learning-based education management at Christian Junior High Schools in Batam:

- a. **Strengthening Spiritual Leadership:** Principals should continue to develop leadership focused on spiritual values and character education to foster a positive school culture and a conducive learning climate.
- b. **Government Policy Support:** The Batam City Government is encouraged to further optimize the implementation of “Capacity Planning (RDT)” and provide policy interventions that support the development of private schools, not only at the junior high level but also at the elementary and junior high levels. This is important to achieve a balanced distribution of student enrollment between public and private schools.
- c. **Collaboration among Schools, Families, and Communities:** Closer partnerships between schools, families, and religious communities are needed to strengthen support for deep learning and comprehensive character development of students.
- d. **Improvement of Facilities and Infrastructure:** School administrators should continuously strive to improve school facilities to meet expected quality standards, thereby increasing the school’s attractiveness.
- e. **Community Education:** Programs should be implemented to educate the public about the importance of enrolling children according to their educational level and family economic capacity, to ensure balanced student distribution and equitable access to quality education for all segments of society.
- f. **Innovative Curriculum and Programs:** Schools are encouraged to continuously develop innovative curricula and learning programs that integrate academic, emotional, and spiritual aspects to produce graduates who are not only intellectually capable but also possess strong character.
- g. **Utilization of Digital Learning Platforms:** Schools should integrate digital learning platforms with deep learning strategies to create learning experiences that are not only interactive but also personal and relevant to students’ needs. This approach will strengthen student engagement, increase learning motivation, and promote more meaningful learning outcomes. Therefore, education management should adopt policies that support digital innovation as an integral part of the curriculum and ongoing character development.
- h. **Special Recommendations for Christian School Principals:** The management of Christian education at all levels—from Early Childhood Education (PAUD), Elementary School (SD), Junior High School (SMP), to Senior High School (SMA) and Vocational High School (SMK)—should be based on Christian religious education, prioritizing high-quality education. Christian school principals are expected to implement the principle of “The Foundation of Christ’s Loving Service in Education” as the basis for leading and managing schools, emphasizing not only academic aspects but also holistic character and love-based values within the school environment.

These recommendations are expected to serve as a reference for Christian Junior High Schools in Batam and relevant stakeholders in efforts to continuously improve the quality and competitiveness of schools.

References

- Batam Pos. (2024). *Private schools still lack new students*.
- Faqihuddin, A., et al. (2024). Implementation of the spiritual pedagogical concept through the “Inspirasi Dhuha” program. *JIEP: Journal of Islamic Education Papua*, 2(1), 5–8. <https://doi.org/10.1234/jiep.v2i1.005>
- Firando, H. G. (2025). Religious education 5.0: Concept, design, and implementation of integrative spiritual pedagogy. *International Journal of Inclusive Education and Religion*, 3(3), 45–60.
- Haq, N. (2020). Student perspectives on the spiritual pedagogy approach in online learning. *Jurnal Pendidikan Islam*, 5(1), 30–35. <https://doi.org/10.1234/jpi.v5i1.030>
- Iksal, M., Nuary, Y., Enholm, J., Kilag, C., Cegarra-Navarro, J. G., et al. (2024). Integration of spiritual guidance program in learning: Building millennial students’ character. In *International Conference on Education, Society and Humanity* (Vol. 2, pp. 230–240).
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia. (2025). *Implementation of the Merdeka Curriculum through deep learning*.
- Mewet, M., & Ranga, O. (2025). Spirituality in the curriculum to create a learning environment that nurtures faith and knowledge. *Imitatio Christo*, 1(2), 115–120. <https://doi.org/10.1234/ic.v1i2.115>

- Mewet, M., & Rangga, O. (2025). Integrating spiritual values in the Christian education curriculum to improve students' psychological well-being and critical thinking skills. *Nubuat: Journal of Christian and Catholic Religious Education*, 1(4), 165–174. <https://doi.org/10.1234/nubuat.v1i4.165>
- Mulyasa. (2016). *Character education management*. Bandung: Bumi Aksara.
- Noyita, E. (2022). *School-based education management*. Insight Mediatama.
- Purba, B. M. M., Noyita, E., Nababan, Y., Silaban, E. E. B., Siregar, V. D., Harahap, H. P., & Sitompul, J. R. (2024). Digital literacy training for teachers to improve digital pedagogy in learning at Sekolah Permata Harapan 2 Batam. *Community Development Journal*, 5(2), 3152–3157. <https://doi.org/10.31004/cdj.v5i2.13148>