



## Educational paradigm for the future

**Helina Apriyani**

Fakultas Teknik dan Informatika, Universitas Bina Sarana Informatika, Indonesia

### ARTICLE INFO

#### *Article history:*

Received Jul 1, 2024  
Revised Jul 15, 2024  
Accepted Jul 30, 2024

#### *Keywords:*

Development  
Education  
Future  
Quality  
Technology

### ABSTRACT

Education is the basis for human civilization. Education is able to bring technological developments and changes in thinking power for the better. Humans must be able to make a significant contribution towards the progress of the times. Able to create superior quality Human Resources. This research uses qualitative methods and literature studies in searching for data and reference sources. The aim of writing this journal is to provide information about future educational paradigms that will adapt to the environment, technological developments and social changes and ensure that education is affordable. The results obtained from this research are that there is a need for collaboration between power and policy holders and the community. The government and society can work together to create education that is relevant to current developments and capable of creating superior and highly competitive human resources. The educational paradigm illustrates that education is dynamic, constantly changing and developing. Therefore, quality and superior human resources are very necessary. Teaching staff must also have good quality qualifications and competencies in providing teaching to students. This research finds that future educational paradigms must be more flexible, student-centered, and focused on developing 21st century skills such as critical thinking, creativity, and collaboration abilities. The integration of technology in the learning process is also an important aspect to achieve this goal.

*This is an open access article under the [CC BY-NC](#) license.*



#### *Corresponding Author:*

Helina Apriyani,  
Fakultas Teknik dan Informatika,  
Universitas Bina Sarana Informatika,  
Jl. Kramat Raya No 98 Senen, Jakarta Pusat, Indonesia.  
Email: helina.hld@bsi.ac.id

## INTRODUCTION

Education as an investment in the future for the people of a nation is not only enjoyed and achieved in the mediocre opportunities of knowing how to read, write and count as a matter of equality. The education obtained and enjoyed must be of high quality and be of excellence, so that it becomes an asset for life in facing difficult and competitive global challenges. (Widiansyah et al., 2017). Therefore, education must have a clear direction and solid substance as the character of the Indonesian nation. In the context of clarity in the direction of education, it will be able to bring students to a state of their overall potential. The overall potential of students must be the focus in the direction in which educators develop. Education is not only aimed at becoming human as a

means of production, as is the capitalist concept, to master science and technology in order to maintain the hegemony of power. (Manan, 2022).

The new educational paradigm builds an educated society, an intelligent society, therefore, like it or not, the paradigm and the educational system must change. (Widiansyah et al., 2017). Formality and legality are still important, but you need to remember that substance is also not something that can be ignored just to pursue a formal level. So what needs to be done now is not to eliminate the existing formalities but to reorganize the existing education system with a new, valid paradigm. With the new paradigm, learning practices will be shifted towards learning more based on cognitive and constructivist theories. Learning will focus on developing intellectual skills that play out socially and culturally, encouraging students to build their own understanding and knowledge in a social context and learning from initial knowledge and cultural perspectives are designed to be challenging and interesting to reach high level of thinking. (Hasnah, 2012).

As a self-respecting nation that has demonstrated cultural superiority, we cannot close our eyes and ears, remain silent, and be indifferent to the power of scientific renewal and the use of science and technology for the good of humanity. The awakening and image of a new nation will be seen if we join the race towards civilization by contributing with work, thoughts and greatness of thought to the new world order. (Wijaya et al., 2016) Our efforts are mainly aimed at the interests and harmony of national development in the face of an economy and a society attentive to knowledge and the creation of people with the ability to solve problems. (Ani, 2016) We participate in filling the treasures of theoretical and applied knowledge while radiating intuition and authentic partnerships. Simultaneously with the renewal of national life with conscious economic and social knowledge, we are building creative, independent and critical people without abandoning the awareness of the responsibility to defend others so that we can move forward and enjoy the capabilities provided by this century. Being creative means having the awareness that a person can produce something original and unique and, of course, useful for leading an honorable life. (Ani, 2016). As we understood, figures like this are those that cannot generate only an absolute response according to a recipe. But they are figures who are able to produce sequential thoughts, that is, to provide various unique ideas, but in the end they must be able to order and determine the best one. This must be seen in the current educational modality which does not limit itself to glorifying a line of thought. (Nandayu, 2022). With education, people will be able to plan their future wisely and think more critically in solving problems that arise in their lives. When we understand education, we will be able to help the government create jobs so that there is not so much unemployment in Indonesia. (Rasyid, 2015). There are so many important things we can achieve if we know the importance of education. Therefore, we should begin to realize how important education is for the continuity of the future. We educated humans should really understand this. (Rasyid, 2015)

Indonesia as a developing country has a vision and mission to face all challenges in the current era of globalization. The current vision and mission of Indonesian education is designed to face global challenges by developing human resources who are competent, competitive and have character. Creating competent humans must be based on education from an early age. By providing the survival skills so necessary to continue surviving. Humans who have skills will be able to increase the resources available to them. Have sufficient competence and can be held accountable. Furthermore, in order to survive all the pressures and changes that will come, humans must have high competitiveness. Humans with high competitiveness will be able to survive in the era of globalization. Being highly competitive is determined by having good quality education and skills. Highly competitive, able to keep up with the times with increasing reliable technological capabilities. Technology is very necessary to support education in the future era. Humans who have character are also one of the visions of Indonesia's future education. Smart, honest and highly competitive are characters that must be formed as early as possible.

## RESEARCH METHODOLOGY

Research methods are basically scientific methods of obtaining data and certain useful purposes. In this research, the author used qualitative methods in data collection. (Creswell, 2020). Qualitative methods are often called naturalistic research methods because the research is conducted under natural conditions. Qualitative methods are used to obtain in-depth data, data that contains meaning. (Sugiyono, 2017). Meaning is real data, defined data and is the value behind the visible data. Therefore, qualitative research does not emphasize generalization, but rather emphasizes meaning. (Arikunto, 2010). In qualitative research, the data that has been collected is analyzed through several stages to ensure the accuracy and relevance of the findings. The following are qualitative data analysis methods or techniques that can be used: Data Reduction: This process involves selecting, focusing, simplifying, and transforming raw data from the field. Irrelevant data were removed and only information related to the study was retained. Data Presentation: After the data has been reduced, the next step is to present it in an organized form, so that conclusions can be drawn. Presentation of data can be in the form of tables, diagrams, or narratives that make it easier to understand the relationships between data. Drawing Conclusions and Verification: The final step in qualitative data analysis is drawing conclusions that are credible and relevant to the research objectives. This conclusion is then verified through data cross-checking, triangulation, and validation by fellow researchers or participants. (Sugiyono, 2017)

Furthermore, the author uses literature studies to carry out this scientific work. Literature study is a series of activities related to library data collection methods, reading, note taking, and management of research materials. (Ismail, 2022) The author can collect data obtained by researching material from various literature in the form of books in the library, module books and media (Internet) related to this scientific work. (Mulyadi, 2022). The qualitative data analysis used by the author is an analytical description technique. This technique is used to analyze the story images or descriptions told by participants. The focus is on how participants construct and convey their experiences through stories.

## RESULTS AND DISCUSSIONS

### Results

The collapse of geographical barriers due to the globalization agenda and advances in information technology has transformed the world into something akin to a giant village whose residents can easily interact, communicate and transact at any time, from and wherever they they find. (Wahab, 2021)

The impact resulting from changes in the global environment is enormously increasing, demonstrated, among other things, through a series of phenomena such as: a) The flow of various physical and non-physical resources (data, information and knowledge) from one place to another freely and openly. This has completely changed the scope and scope of activities that previously seemed consolidated; b) Increasing collaboration and cooperation between countries in the process of creating highly competitive products and/or services, directly or indirectly, has shifted global economic power from "West" to "East" and from "North" to "South"; c) The growing pressure from developed countries on developing countries to immediately implement the mutually agreed upon globalization agenda forces each country to surrender its destiny to free and open market economic mechanisms that do not necessarily benefit all related parties; d) The wave of products and services from foreign countries and marketed domestically, in addition to raising the temperature of competition in the business world, also has a direct influence on people's mentality and behavior in conducting daily life; e) The influx of foreign workers from blue-collar to executive levels entering the national labor market has placed local human resources in a rather problematic position in the eyes of the industry as users; f) The merging of private company ownership

portfolios into the joint ownership of Indonesian entrepreneurs and foreign entities in various strategic sectors has unintentionally become an effective way for foreign culture to enter Indonesian society. (Ma'ruf, 2021).

Therefore the educational paradigm for the future can be formulated as follows: a) To face the 21st century which is increasingly demanding in terms of technology and science in a global society in this world, our education must be oriented towards mathematics and natural sciences accompanied by social sciences and humanities in a reasonable balance. (Purba et al., 2023); b) Science education not only makes students competent, but also adopts a scientific attitude towards science, that is, critical, logical, inventive and innovative, as well as consistent, but also accompanied by the ability to adapt. Apart from providing knowledge, this education must be accompanied by instilling noble values and developing laudable attitudes to live in a prosperous and happy society nationally and internationally with mutual respect and respect; c) To achieve this goal, starting from early childhood education, primary, secondary and higher education must be a closely connected system without gaps, each level fully supporting the next level, leading to the frontier of knowledge. However, it is also important that at the end of each level, in addition to the level for the next level of education, there is also an open level to directly enter society; d) However, at every level of education it is necessary to instill a spirit of independence, because personal independence is the basis of national independence, independence in carrying out mutual respect and cooperation, for the benefit of the nation; e) Especially in higher education, faced with the convergence of different fields of knowledge, it is necessary to avoid too early and too clear a specialization; f) In the implementation of education it is necessary to pay attention to ethnic, cultural, religious and social diversity, especially at the initial education level. However, the implementation of different forms of education is directed towards a single national quality educational model. (Faulinda Ely Nastiti, 2020); g) To enable all citizens to receive education at a level appropriate to their abilities, education must fundamentally be implemented by the government and society following the policies established by the government (central and regional); h) To ensure the implementation of quality education, it is necessary to consistently develop and implement a proper monitoring system and continuous evaluation. Educational institutions that do not show good performance must be closed. (Baharuddin, 2018)

In building a new Indonesian society, the critical educational issues faced by the Indonesian society and nation in the medium term include the following: 1) Education that develops democratic values; 2) Development of human rights; 3) Eradication of poverty; 4). Implementation of regional autonomy in the fields of education and culture. In shaping the future of education, collaboration and dialogue between government, educational institutions, industry and the general public are very important. Together we can create relevant, inclusive and competitive education for a better future. (Suyanto et al., 2021).

A new educational paradigm aims to build an educated and intelligent society, which inevitably requires a shift in both the paradigm and the educational system. While formalities and legalities remain important, it is crucial not to overlook the substance in the pursuit of mere formalities. Therefore, the goal should not be to eliminate the existing formal structures but to reorganize the educational system with a new, improved paradigm. With this new paradigm, learning practices will shift towards a more cognitive and constructivist theory-based approach. Education will focus on developing intellectual abilities through social and cultural processes, encouraging students to construct their own understanding and knowledge within a social context, and learning will start from their prior knowledge and cultural perspectives. Learning tasks will be designed to be challenging and engaging, aiming to achieve higher-order thinking skills.

## Discussions

The central problem in human resource development lies in improving the quality of work so that they can become reliable workers in dealing with various challenges of life. Labor itself is fundamentally a human resource that has many dimensions, regardless of whether humans are viewed physically, intellectually, or morally. (Sudarmono et al., 2021) Due to the diversity of human resource sizes, development can be frozen in just one sector. However, among the developing sectors, the greatest responsibility for the quality of human resources lies with the National Education Service as it is responsible for the National Education System, both management education and school education. (Iriany et al., 2021) Out-of-school education consists of various forms, including family education, community education, and education in industrial settings. Human resources are made up of quantitative dimensions and qualitative dimensions of work. (Yniaursih et al., 2022)

The performance of workers who enter the world of work in the time dedicated to study constitutes the qualitative dimension of human resources, while the quantitative dimension includes the different potentialities contained in every human being, including thoughts (ideas), knowledge, attitudes and skills that influence the capacity and ability of human beings to perform productive work. If spending on increasing capacity increases, the value of human resource productivity will produce a positive rate of return. (Prayetno, 2017)

With this concept, human resources are not considered simply as conventional production factors, but as drivers of the production system as a whole. (Anindya & Irhandayaningsih, 2021) In line with this concept, the human resources development strategy must be based on the following principles: a) The limits and expansion of education must be created together; In this way, efforts are being made to increase the relevance of education more uniformly and broadly across various types, durations and paths of education. (Ika Rifa Rofifah, 2023), b) Development and use of science and technology that make it possible to become a driving source for expanding employment motivation, c) Reform in the field of education in developing countries, where economic conditions are advanced and industry-based, the human resources development strategy is directed at theoretical educational functions and the development to encourage the creation of science and technology in line with industrial needs. (Putri et al., 2021), d) In developed countries, innovation must be carried forward in every field so that the human resource development strategy is more focused on improving the quality of higher education, e) Based on the results of a comprehensive analysis of working conditions including: a. Job requirements, b. Formal and non-formal education systems, c. Workforce structure and use of skilled and educated workforce, f) The inventory of labor needs in the long term perspective is based on estimates of labor needs.

## CONCLUSION

Education for the future must be able to accommodate the changes and challenges faced by younger generations. Education must focus on developing 21st century skills, such as problem solving, creativity, collaboration, critical thinking, communication and digital literacy. It is important to integrate technology and digital literacy into the curriculum, so that students can understand technology and use it wisely. Furthermore, learning must encourage entrepreneurship, creativity and innovation so that students can cope with change and create opportunities for the future. To remain in harmony, education must teach ethical values, integrity and environmental awareness, so that students become responsible individuals and contribute positively to society and the environment. Furthermore, students need to be equipped with intercultural skills, so that they can communicate and collaborate with people from different backgrounds.

In Education for the Future, education must encourage independent learning, so that students can continue to learn throughout their lives and develop the ability to seek information

and manage learning resources. Critical and analytical thinking skills need to be developed in education, so that students can critically analyze information, solve problems and make good decisions.

The need for and attention to students' mental and emotional health must be an integral part of education, so that they can manage stress and maintain emotional balance. Future education must aim for inclusion, diversity and empowerment of all students, without discrimination. Ultimately, education must adapt to technological developments and social changes, as well as build partnerships with industry to ensure the relevance and preparation of students for the world of work. Integrating technology and digital literacy into the curriculum involves several concrete steps to ensure that students are equipped with the necessary skills and knowledge to thrive in a digital world. Here are specific strategies and steps to achieve this goal: a) Curriculum Development and Integration, b) Teacher Training and Professional Development, c) Infrastructure and Access, d) Interactive and Engaging Learning Tools, e) Digital Citizenship and Safety, f) Collaborative Projects, g) Community and Parental Involvement. By taking these concrete steps, the integration of technology and digital literacy into the curriculum can be effectively achieved, preparing students for the demands of the digital age.

## ACKNOWLEDGEMENTS

The author is very grateful to the parties who have helped a lot in writing this journal. Thank you to the national library staff who have helped the author a lot when searching for literature and reference sources in the form of journals and books related to the research title. then to the school board who have contributed a lot during observations and interviews in completing the qualitative methods used by the author.

## References

- Ani, H. M. (2016). PENDIDIKAN DAN PEMBELAJARAN PEMECAHAN MASALAH MASA DEPAN. *JURNAL PENDIDIKAN EKONOMI: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosial*, 10(2), 1-14.
- Anindya, L., & Irhandayaningsih, A. (2021). Penerapan Komponen Human Capital dalam Teori Andrew Mayo (Studi Kasus: Perpustakaan Daerah Kabupaten Purbalingga). *Anuva: Jurnal Kajian Budaya, Perpustakaan, Dan Informasi*, 5(2), 237-250. <https://doi.org/10.14710/anuva.5.2.237-250>
- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Rineke Cipta.
- Baharuddin. (2018). ARAH PENDIDIKAN MASA DEPAN: PERLUNYA REORIENTASI POSISI PENDIDIK DAN PESERTA DIDIK. *Jurnal Visipena Volume 9, Nomor 2, 9*, 274-286.
- Creswell, J. W. (2020). *Mix Methods Research* (2nd ed.). PUSTAKA PELAJAR.
- Faulinda Ely Nastiti, A. R. N. 'Abdu. (2020). Kesiapan Pendidikan Indonesia Menghadapi era society 5.0. *Jurnal Kajian Tekpend*, 5(1), 61-66.
- Hasnah. (2012). PARADIGMA PENDIDIKAN MASA DEPAN. *Jurnal Publikasi Pendidikan*, 11(2), 130-138.
- Ika Rifa Rofifah, S. (2023). *Kepemimpinan Pendidikan pada Manajemen Berbasis Sekolah (MBS)*. 7(1), 62-75.
- Iriany, D., Sundah, E., Tjahjana, D., Tjiptadi, D. D., Prihanto, J. N., Said, L. R., Said, M., Surana, M. A., Henrietta, N., Mandey, J., Saputra, N., Harini, S., Kreatif, D., & Kidul, S. B. (2021). *HRM Essentials Win Your Workplace Win Your Marketplace* (GCAINDO (ed.); 1st ed.). Diandra Kreatif.
- Ismail. (2022). Kepemimpinan Pendidikan Di Sekolah. *Jurnal Manajemen Dan Budaya STAI*, 2(2), 33-53.
- Ma'ruf. (2021). KONSTRUKTIVISME PENDIDIKAN MASA DEPAN MELALUI PENDEKATAN PERAN SERTA MASYARAKAT Pendekatan Trend Kebutuhan Masyarakat dengan Model Belajar Konstruktivisme dan CONSTRUCTIVISM EDUCATION FUTURE Trend Community Needs Approach to Constructivist Learning Model. *JPF*, 1(1), 49-54.
- Manan, N. A. (2022). PENDIDIKAN MASA DEPAN. *UPMK Journal*, 1.
- Mulyadi, A. (2022). Unsur Kualitas Layanan dan Nilai Pelanggan sebagai Pembentuk Kepuasan Pelanggan di PT Bank BNI 1946 Cabang UPI Bandung. *Jurnal Pendidikan Akuntansi & Keuangan*, 10(1), 85-96.

- <https://doi.org/10.17509/jpak.v10i1.43405>
- Nandayu, M. (2022). *PENDIDIKAN ABAD 21*. 1-23.
- Prayetno, S. (2017). STRATEGI HUMAN CAPITAL: SEBUAH PARADIGMA BARU BAGI PARA EKSEKUTIF. *Manajemen Dan Bisnis Ganesha*, 1, 97-113.
- Purba, D. F., Nurdin, D., Diturun, A., Irawan, B., & Darmawan, D. (2023). Mengembangkan Kepemimpinan Pendidikan Unggul Di Era Revolusi Industri 4.0 dan Era Society 5.0. *Educare : Jurnal Penelitian Pendidikan Dan Pembelajaran*, 3(1), 1-8. <https://doi.org/10.56393/educare.v3i1.1401>
- Putri, N. I., Herdiana, Y., Munawar, Z., & Komalasari, R. (2021). Teknologi Pendidikan dan Transformasi Digital di Masa Pandemi COVID-19. *Jurnal ICT : Information Communication & Technology*, 20(1), 53-57.
- Rasyid, H. (2015). Membangun Generasi Melalui Pendidikan Sebagai Investasi Masa Depan. *Jurnal Pendidikan Anak*, 4(1), 565-581. <https://doi.org/10.21831/jpa.v4i1.12345>
- Sudarmono, S., Hasibuan, L., Us, K. A., & Menengah, S. (2021). Pembiayaan Pendidikan. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 2(1), 266-280.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (MIX METHODS)* (9th ed.). IKAPI.
- Suyanto, S., Hasibuan, L., & Anwar US, K. (2021). Konsep Dasar Ekonomi Pendidikan Pada Tataran Suprastruktur Dan Infrastuktur Politik Di Indonesia. *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 2(1), 143-151. <https://doi.org/10.38035/jmpis.v2i1.435>
- Wahab, M. A. (2021). *Pendidikan Masa Depan Berbasis Keterampilan Abad 21*.
- Widiansyah, A., Bhayangkara, U., Raya, J., Perjuangan, J. R., Utara, B., & Barat, J. (2017). Peran Ekonomi dalam Pendidikan dan Pendidikan dalam Pembangunan Ekonomi. *Cakrawala Pendidikan*, XVII(2).
- Wijaya, E. Y., Sudjimat, D. A., & Nyoto, A. (2016). Transformasi Pendidikan Abad 21 Sebagai Tuntutan. *Jurnal Pendidikan*, 1, 263-278.
- Yniaursih, N., Rohmalia, Y., Saleh, A. R., Nijomi, S. R., Septianti, A., & Farida, A. N. (2022). Penerapan Human Capital Manajemen dalam Meningkatkan Kualitas SDM Terhadap Kinerja Perusahaan. *Diversity: Jurnal Ilmiah Pascasarjana*, 2(2). <https://doi.org/10.32832/djip-uika.v2i2.5880>