



Educational transformation in the digital era: Innovative strategies and character challenges in creating the 21st century generation

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ABSTRACT

The transformation of education in the digital era has brought significant changes in the learning system, both in terms of methods, the role of teachers, and the competencies required of students. On the other hand, technological advances also present new challenges, especially related to the degradation of moral values and character. Therefore, it is important to examine how modern education can integrate technology, 21st-century learning strategies, and character education holistically. This study aims to analyze the transformation of digital education and innovative strategies in 21st-century learning, identify the challenges of character education in the digital era, and offer an integrative approach between technology and character formation in the education curriculum. The method used is qualitative descriptive through library research, by reviewing academic sources in the form of books, scientific journals, and national and international policy documents. The results of the study show that technology has the potential to increase the effectiveness of learning if accompanied by innovative strategies that focus on developing 4C competencies. However, character education remains a fundamental aspect that must be integrated into every learning process so that students not only excel academically, but also have integrity and social responsibility. Holistic integration between technology and character has proven to be a strategic solution to produce graduates who are adaptive, competitive, and have strong character in facing global challenges..

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Introduction

Education in the modern era has undergone significant transformation in response to rapid social, economic, and technological changes. The development of globalization and digitalization has brought new challenges and opportunities to the world of education. The education system, which was previously conventional, is now required to adapt to the needs of the times, including in terms of learning methods, the role of teachers, and the readiness of students to face an increasingly competitive and dynamic world of work (Rokhman, 2020). Therefore, it is important to understand how modern education can be an adaptive instrument to the dynamics of the times. The era of information technology advancement has influenced almost all aspects of education, from the teaching and learning process to the management of education itself. Technologies such as the internet, educational software, and artificial intelligence have become important elements in supporting the effectiveness of learning. This encourages educational institutions to innovate in learning methods that are no longer limited by space and time (Nurhadi, 2021). However, technology integration also presents its own

challenges, such as the digital divide between regions and the adaptability of teachers and students to new technologies.

In addition, the modern era also demands a paradigm shift in the education process, from teacher-centered to student-centered learning. This approach emphasizes the development of critical, creative, collaborative, and communicative thinking skills of students, known as the 4Cs. This new paradigm not only aims to produce graduates who are academically competent, but also ready to face real-life challenges (Putri, 2022). In this context, the role of the teacher shifts to being a facilitator and motivator who guides students in discovering their potential and learning interests. Furthermore, education in the modern era is also faced with the need for character education as a counterbalance to technological sophistication. Technological advances without being balanced by moral values can produce a generation that is technically skilled but poor in ethics. Therefore, the integration of character education into the curriculum is an urgency that cannot be ignored. Several studies show that schools that consistently implement character education tend to produce graduates who are not only intelligent but also have integrity (Lickona, 1996)

The trend of modern education in the global context is also influenced by international education policies, such as the Sustainable Development Goals (SDGs) which emphasize access to quality education for all. International studies emphasize the importance of an education system that is inclusive, relevant, and responsive to global change (UNESCO, 2021). Therefore, education in the modern era is not only a national responsibility, but also part of a global commitment to creating a just and knowledgeable society. Several previous studies have reviewed the transformation of education in the modern era. For example, research by (Suryani, 2019) emphasized that digitalization has changed the pattern of teacher-student interaction, creating opportunities for more flexible online learning. Another study by (Yusuf & Hartati, 2020) showed that the integration of technology in learning increases students' motivation to learn, but also shows a gap in access to technology in remote areas. (Kurniawan, 2018) on the other hand highlights the importance of strengthening character education amidst the rapid development of digital technology, because students' moral values end to decline if they do not receive special attention from schools and families.

The novelty of this study lies in its approach which combines an analysis of the transformation of modern education with the integration of multicultural values in the context of Islamic Religious Education (PAI) curriculum policy. Different from previous studies that emphasize aspects of technology and character separately, this study offers a holistic perspective that links the global dynamics of education, the need for character education, and the urgency of multicultural values in the religious curriculum. This approach is considered important considering the diversity of Indonesian society and the increasing challenges of intolerance in the digital era. Therefore, this study is expected to provide conceptual and practical contributions in the development of an education system that is not only adaptive to technology, but also able to build awareness of diversity and universal human values.

The formulation of the problem in this study is: How can the transformation of education in the modern era integrate technology, 21st century learning paradigms, and character education effectively to answer global and national challenges. The purpose of this study is to analyze the dynamics of education in the modern era by highlighting the integration of technology, a learning approach oriented towards 21st century competencies, and the importance of character education as an ethical foundation, while aligning these findings with the direction of national and global education policies.

Research Methods

This study uses a qualitative approach with a library research method (Moleong, 2017). Data were collected through a review of books, scientific journals, research reports, and relevant national and international education policy documents (Creswell, 2014). Data analysis techniques were carried out descriptively-analytically, by identifying, classifying, and synthesizing information to gain a deep understanding of technology integration, 21st century learning, and character education in the context of modern education (Miles, 2014, p. 10). Data

validity was maintained through triangulation of sources and searching for credible and up-to-date literature (Denzin, 1978).

Results and Discussion

Educational Transformation in the Digital Era

The development of digital technology has brought about fundamental changes in the educational paradigm. Educational institutions have begun to adopt various learning technologies such as online platforms, interactive media, and artificial intelligence-based applications to support the teaching and learning process. This transformation enables more flexible, personal, and effective learning, not limited by space and time (Nurhadi, 2021).

This transformation also requires the readiness of human resources, especially teachers and students, in mastering digital literacy. Research shows that even though technology is available, many teachers and students do not yet have adequate skills to utilize technology effectively in learning (Suryani, 2019). Low digital literacy can hinder students' ability to learn independently and interact with digital content. Therefore, increasing digital literacy is very important to ensure that all parties can utilize the potential of technology in education.

Educational transformation in the digital era also presents challenges in terms of disparities in access to technology. This gap can lead to injustice in education, where students who do not have access to technology are forced to lag behind in their learning process (Yusuf & Hartati, 2020), to overcome this, joint efforts are needed from the government, educational institutions, and the community to provide equal access to technology and digital literacy training for all groups.

Educational transformation in the digital era also brings great opportunities in the development of character-based educational content. Strengthening ethical digital literacy through educational programs and digital learning innovations enables the effective formation of positive character. Collaboration between stakeholders, including the government, schools, and the community, plays an important role in creating a healthy and adaptive educational ecosystem to changing times (Kurniawan, 2018).

So, educational transformation in the digital era requires a holistic approach that aligns technological advances and character building in order to produce a superior generation with integrity. These efforts include increasing digital literacy, providing equitable access to technology, developing character-based educational content, and collaboration between stakeholders. Through this approach, the education system can become more adaptive and competitive amidst global and national challenges.

Innovative Strategies in 21st Century Learning

21st century learning can no longer rely on conventional models that center on teachers as the only source of knowledge. The new paradigm of education demands an approach that places students as active subjects in the learning process, with an emphasis on developing essential competencies to face changing global challenges. These competencies include critical thinking skills, collaboration, communication, and creativity known as the 4Cs (Trilling B. & Fadel, 2009). The use of technology is one of the main characteristics of innovative strategies in 21st century learning. The internet, interactive learning applications, artificial intelligence, and the use of video and multimedia have fundamentally changed the way students learn. Technology is not only a tool, but also a bridge to enrich the learning experience and adjust it to individual needs (Luckin R. et al, 2016). The integration of learning technology in the educational context in Indonesia is further strengthened through national platforms such as "Rumah Belajar" and "Merdeka Mengajar", which enable teachers and students to access educational resources flexibly (Kemendikbudristek, 2022).

The shift in the role of teachers is an important aspect of this strategy. Teachers no longer only convey knowledge, but act as facilitators who accompany students in discovering their potential and forming their personalities. This requires more complex pedagogical

competencies, especially in designing technology-based learning and projects that can encourage active student participation (Darling-Hammond, 2017). Teacher training in Indonesia as an effort to face the challenges of digital learning is also increasingly being intensified through programs such as “Guru Penggerak” and “Sekolah Penggerak.”

One of the innovative learning models that has been widely implemented is the flipped classroom. In this model, students study the material independently through videos or digital modules at home, then discuss it in class with teachers and classmates. This model has been shown to increase student understanding of concepts and involvement in discussions (Bergmann J. & Sams A., 2012). Likewise, the blended learning approach combines face-to-face and online learning, providing flexibility and increasing access to education in various contexts, including remote areas (Yusuf & Hartati, 2020)

In addition to the technological aspect, 21st-century learning also places great emphasis on the importance of developing soft skills and character. Based on the World Economic Forum report (2020), skills such as empathy, cooperation, effective communication, and self-management are referred to as key competencies in the future world of work. Therefore, learning strategies are not enough to focus only on cognitive achievements, but also need to facilitate the formation of personality and values. In Indonesia, this is in line with the spirit of the Pancasila Student Profile, which emphasizes religious character, global diversity, mutual cooperation, and independence (Kemendikbudristek, 2022). Research by (Sagala, 2020) shows that the implementation of digital-based project-based learning can significantly improve students' critical thinking and communication skills. Students who are involved in real projects show a better attitude of responsibility and collaboration compared to traditional learning models. Meanwhile, (A. Mardicko et al., 2024) in his research stated that teachers who consistently integrate technology and character education in the learning process are able to create a more dynamic and positive classroom atmosphere. Technology functions as a medium that enriches the learning process, so that character values can be applied better in everyday life.

However, this innovative strategy still faces several challenges in Indonesia. Among them are low digital literacy, limited technological infrastructure, and disparities in access between schools in urban and rural areas (Yusuf & Hartati, 2020). Therefore, the implementation of innovative strategies must be accompanied by policies that support equal access to technology and digital competency training for teachers and students.

21st century learning strategies in a global context are also linked to the Sustainable Development Goals (SDGs) agenda, especially target 4 on inclusive and quality education. (UNESCO, 2021, p. 22) emphasizes that innovation in education must be oriented towards improving the quality of learning and equal access. This further strengthens the idea that innovation is not just about technology, but also about justice, social engagement, and the relevance of the curriculum to the real world.

In conclusion, innovative strategies in 21st century learning are comprehensive approaches, combining technology, active pedagogy, and character building. The success of this strategy depends not only on the availability of technology, but also on teacher readiness, student engagement, policy support, and awareness of all stakeholders towards the importance of holistic education. Based on proper implementation, this strategy can be a strong foundation in forming a generation of resilient and competitive lifelong learners.

Challenges of Character Education in the Digital Era

The digital era has brought extraordinary progress in various aspects of life, including education. Information and communication technology has enabled the teaching and learning process to be more flexible, fast, and interactive. However, behind all these conveniences, there is a big challenge that is no less important: maintaining and instilling moral values, and character in students. With such a rapid flow of information, character education is often marginalized by the dominance of cognitive and technological aspects.

Lickona (Lickona, 1996) emphasized that character education is an important foundation in forming a young generation that is not only academically and technically intelligent, but also

has integrity, empathy, responsibility, and strong ethics. Character education aims to foster universal values of virtue such as honesty, respect, hard work, and social concern. Unfortunately, in today's digital era, these values are often eroded by instant culture, individualism, and unfiltered information consumption.

One of the main challenges in character education in the digital era is the ease with which students are exposed to negative content via the internet and social media. The information circulating is not always educational; in fact, most of it contains elements of violence, pornography, hate speech, and a consumerist lifestyle that is not in accordance with educational values. According to research conducted by the Ministry of Communication and Information (Kominfo), more than 60% of teenagers in Indonesia have accessed negative content on the internet accidentally or intentionally (Kominfo RI., 2020). This shows that supervision of digital consumption needs to be balanced with early digital ethics education.

Another equally important challenge is the reduction in direct social interaction between teachers and students. Online learning that has developed rapidly during the COVID-19 pandemic has changed communication patterns and emotional relationships in the education process. According to (C. Dinata et al., 2022), limited physical interaction causes the process of instilling character values to be less than optimal because character education is not enough to be delivered verbally, but requires role models and real interactions in everyday life, so schools must be able to maximize the role of parents in efforts to strengthen students' character.

Teachers as the main actors in formal education also face difficulties in integrating character education into digital learning. Not all teachers have adequate digital pedagogical skills to design learning that is both value-laden and interactive and interesting. This is reinforced by the results of research conducted by Sagala (Sagala, 2020,), which shows that the majority of teachers still focus on academic achievement and have not made character an integral part of the online learning process.

Based on the curriculum perspective, although the Independent Curriculum has accommodated character values through the Pancasila Student Profile, its implementation in the field still faces obstacles. Many schools do not yet have clear guidelines on how to instill character values in an integrated manner with technology-based learning. According to the Ministry of Education, Culture, Research and Technology (Kemendikbudristek, 2022), the success of character education is highly dependent on the integration between curriculum content, learning methods, and a supportive school culture.

Empathy crisis is also a real challenge in the digital era. Digital life that takes place more in cyberspace causes a decrease in social sensitivity. Interactions that occur online often lack emotional touch, and this has an impact on low empathy and concern for others. This is emphasized by Gunawan (Gunawan, 2019, p. 88) in his book on character education, that the dominance of virtual interactions has the potential to make children lose their ability to interact socially in a healthy and meaningful way.

However, technology is not entirely a threat to character education. In fact, if used wisely, technology can be an effective tool for conveying positive values. The use of digital platforms to distribute inspirational videos, stories of exemplary figures, or interactive simulations about ethical dilemmas can be part of a character learning strategy that is in accordance with the learning style of the digital generation (Ribble, 2011). In addition, the implementation of digital literacy programs that emphasize media ethics can be a bulwark against misuse of technology.

A comprehensive and collaborative approach is important in order to answer these challenges. Character education in the digital era must involve all parties, from schools, families, government, to the wider community. Schools need to create a culture that supports character formation through teacher role models, fair reward and discipline systems, and an inclusive learning environment. Families as the first educators must actively accompany children in using technology in a healthy way. The government needs to provide training and resources that support the integration of character education into the digital curriculum.

Thus, the challenges of character education in the digital era are not insurmountable. In fact, these challenges are opportunities to design an education model that is more adaptive, contextual, and relevant to the needs of the times. Strong character education will be a

counterbalance to technological advances, so that the young generation of Indonesia is not only superior in science, but also morally and spiritually strong.

Holistic Integration: Technology and Character Education

In the global era marked by very rapid technological developments, education is required to produce a generation that is not only competent in academic aspects, but also has a strong character. Technical competence without being balanced with integrity and moral values will only create individuals who are intelligent but not wise in using their knowledge. Therefore, the integration of technology and character education holistically is an urgent need in the modern education system. (UNESCO, 2021) emphasizes that meaningful education must be able to produce graduates who are knowledgeable, globally competitive, and have an ethical commitment to society and their environment.

Technology has brought about a major transformation in the world of education. The digitalization of the learning process allows students to access various learning resources anytime and anywhere, facilitates communication with teachers, and accelerates the dissemination of information. However, this progress also has a negative impact if it is not accompanied by character formation. This is the stage where the urgency of a holistic approach emerges—namely an approach that not only pursues cognitive output, but also includes the affective and psychomotor dimensions of students (Trilling B. & Fadel, 2009).

Character education is a systematic effort to form habits of thinking, feeling, and acting based on moral values. (Lickona, 1996) states that character education is not just a complement, but the core of the entire educational process. Education between the Industrial Revolution 5.0 and society 5.0, the importance of values such as responsibility, empathy, tolerance, hard work, and honesty is increasingly relevant. Unfortunately, in technology-based education practices, the emphasis on character is often marginalized because the main focus is still on mastering learning devices and materials. Character integration in digital learning can be done through various approaches.

Teachers have a central role as value facilitators. According to (Gunawan, 2019), teachers who are able to utilize technology not only as a medium, but also as a tool to internalize values, will create more meaningful learning. For example, in the online discussion process, teachers can instill the value of tolerance, listen to other people's opinions, and convey arguments politely. Even through digital platforms such as videos, podcasts, or ethics simulations, students can experience character learning in a contextual and immersive way (Ribble, 2011).

The curriculum also plays an important role in encouraging this integration. The Merdeka Curriculum developed by the Ministry of Education, Culture, Research and Technology has accommodated character values in the Pancasila Student Profile, which includes six dimensions: faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creativity (Kemendikbudristek, 2022). When this curriculum is supported by a technology-based approach, learning is not only oriented towards knowledge, but also towards the formation of a whole person.

However, this integration cannot be successful without the support of other stakeholders. Collaboration between schools, families, government, and the community is essential to creating a healthy education ecosystem. Research (Sagala, 2020), the success of character integration in online learning is highly dependent on the active involvement of parents and support from school policies. The role of parents in accompanying children during the online learning process strengthens character education at home.

Teacher quality is another determining factor. Many teachers still have difficulty designing learning that can combine technology with character values. Continuous training is needed so that teachers are not only proficient in technical aspects, but also understand humanistic and transformative pedagogical approaches. According to (Aruzi. M. R. A et al., 2022,), teachers who are trained in character education and technology simultaneously tend to be more successful in creating balanced learning that touches students' affective domains.

Holistic integration also needs to consider the challenges of technology access. The digital divide that still occurs in various regions of Indonesia can hinder the equitable distribution of

technology-based character education. The government needs to ensure that infrastructure, such as internet networks and learning devices, are available fairly throughout the region. In addition, digital literacy of students and teachers must be improved so that technology is truly utilized positively and ethically (Yusuf & Hartati, 2020).

Character education and technology are not contradictory. On the contrary, both can strengthen each other if designed with the right approach. Technology can be used to instill character values creatively and contextually, while character education can be a moral guide in the use of technology. In an increasingly complex and digital world, the balance between the two is key in forming a future generation that is intellectually superior and has noble character.

So, holistic integration between technology and character education must be a shared vision in the implementation of education. Through an adaptive curriculum, ongoing teacher training, cross-sector collaboration, and ethical use of technology, Indonesia can produce a generation that is not only academically smart, but also strong in character, ready to face global challenges with a strong national spirit.

Conclusion

The transformation of education in the digital era has brought about fundamental changes in the way of teaching and learning, where technology acts as a catalyst in creating more flexible, personal, and interactive learning. This change encourages the emergence of innovative strategies in 21st-century learning that not only emphasize mastery of academic knowledge, but also the development of critical thinking, creativity, collaboration, and communication (4C) competencies. In this strategy, teachers act as facilitators who guide students to develop their potential and soft skills needed in the real world. However, technological advances also present major challenges, especially in the aspect of character education. The digital era makes it easier to access information, but also opens up space for exposure to negative content, low social empathy, and degradation of moral values. This challenge emphasizes the importance of character education as a counterbalance to technological sophistication. Character education must be an integral part of learning, not just a complement.

Therefore, the most relevant and sustainable approach is the holistic integration of technology and character education. With an adaptive curriculum, the active role of teachers as value agents, cross-stakeholder collaboration, and support for infrastructure and digital literacy, the Indonesian education system can produce graduates who are not only intellectually intelligent but also strong in ethical and humanitarian values. This transformation is not just a transformation of tools or methods, but a transformation of the vision of education towards a generation that is highly competitive and has integrity amidst global challenges.

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