

# Adaptive Education in the Era of Society 5.0: Integration of Digital Literacy Technology and Humanistic Values

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## Abstract

*This study discusses the concept of adaptive education in the context of Society 5.0 by emphasizing the integration of technology, strengthening digital literacy, and internalizing humanistic values as the foundation for forming a human-centered education ecosystem. Through a qualitative descriptive approach based on literature review, this study synthesizes various theories and empirical findings to formulate a conceptual framework of adaptive education that is relevant to the demands of the digital age. The results show that adaptive education can only be realized if technological innovation is balanced with critical digital literacy skills and humanistic values that serve as a moral compass in the use of technology. Technology plays a role in increasing the flexibility and personalization of learning, but its success is highly dependent on the readiness of educators and students in pedagogical and ethical aspects. This article contributes novelty through the integration of the three main pillars of technology, digital literacy, and humanistic values into a single conceptual framework to build sustainable and future-oriented education.*

**Keywords:** Adaptive Education; Society 5.0; Technology Integration; Digital Literacy; Humanistic Values; Educational Transformation

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## 1. Introduction

The ongoing industrial revolution towards the era of Society 5.0 has fundamentally changed the way humans live, including in the field of education. The concept of Society 5.0 introduced by the Japanese government marks a major paradigm shift from the Industry 4.0 era, which was oriented towards technology, automation, and efficiency, to an era of humanity based on smart technology. At this stage, technologies such as Artificial Intelligence, the Internet of Things, big data, and robotics are no longer seen merely as production tools, but as strategic partners in improving the quality of human life. Society 5.0 promotes the idea of a super smart society that places humans at the center of innovation, so that social, economic, and educational systems are directed towards creating an ideal balance between digital progress and human values (Ahmadi & Ibda, 2019).

In the context of education, this paradigm shift requires radical changes to the way we learn, teach, and structure curricula. Education can no longer focus solely on mastering technology or digital skills, but must emphasize the human ability to manage, utilize, and internalize technology in an ethical, reflective, and meaningful way (Nurhayati et al., 2025). Students are expected to understand that technology is a tool that must be used to solve social problems, not as an end goal. Therefore, education in the Society 5.0 era must integrate cognitive, technological, emotional, and moral dimensions simultaneously. Teachers need to guide students to develop intellectual intelligence as well as social intelligence, which in practice includes critical thinking, creativity, empathy, collaboration, and an understanding of human values in using technology. Furthermore, this transformation requires an education system that is adaptive, flexible, and responsive to the changing times (Farid, 2023). The learning process must be able to keep pace with technological developments while maintaining the spirit of education as a process of humanizing humans. Emphasis on the balance between digitization and humanization is very important so that education does not become trapped in dehumanization due to excessive dependence on technology. Thus, Society 5.0 not only brings about a digital revolution, but also restores the essence that education must be oriented towards the development of the whole person.

Education in the Society 5.0 era must be adaptive, capable of adjusting to rapid and unpredictable social, cultural, economic, and technological changes. This adaptability is not merely the ability to keep up with technological developments, but also the ability to design education systems that are responsive to global challenges such as digitalization, industrial disruption, generational changes, and increasingly complex social dynamics (Judijanto et al., 2025). Adaptive education requires flexibility in the curriculum, methods, and learning approaches in order to respond to the increasingly diverse needs of students, in terms of abilities, learning styles, backgrounds, and future aspirations. Thus, the curriculum is no longer rigid and uniform, but must allow for personalized learning that gives students the space to develop their competencies according to their respective interests and potentials (Afifah & Ulia, 2025).

Traditional one-way learning models are no longer relevant in the face of a digital reality that demands interactivity, collaboration, and higher-order thinking skills. In this context, student-centered learning is key to developing a generation of independent, creative, and critical learners. This approach encourages students to actively explore knowledge, ask questions, solve problems, and work together in groups. Teachers no longer act as the sole source of knowledge, but rather as facilitators, mentors, and guides in the learning process. It is this more humanistic and dialogical role of teachers that creates a learning environment conducive to the growth of reflective thinking and innovative abilities (Abdurahman et al., 2024).

Through adaptive education, students are not only recipients of information, but also active subjects who are able to construct knowledge in a contextual and applicable manner. The learning process is directed so that students are able to relate theory to reality through projects, case studies, simulations, or technology-based learning experiences such as virtual learning and augmented reality. This strengthens their ability to understand real-world issues, while preparing them to become problem solvers capable of facing future challenges

(Junatama et al., 2025). Adaptivity also develops learning resilience, which is the ability to continue learning despite facing changes, obstacles, or uncertain situations. Thus, adaptive education in the Society 5.0 era ultimately aims to produce a generation that is not only digitally literate but also has critical thinking skills, strong human values, and readiness to play a role in a human-centered super-smart society (Nur Faliza et al., 2025).

One of the most crucial dimensions of adaptive education in the Society 5.0 era is the integration of technology as an integral part of the learning process. Technologies such as Learning Management Systems (LMS), artificial intelligence (AI), the Internet of Things (IoT), and big data have brought about fundamental transformations in the way learners acquire information, participate in learning, and interact with learning resources. LMS enables flexible learning without the constraints of time and space, while AI has the potential to provide personalized and adaptive feedback tailored to the needs of each learner. IoT creates a smarter learning space through device connectivity, while big data helps educators analyze learning patterns to deliver more targeted pedagogical interventions. Thus, technology is no longer seen as merely a complementary tool, but has become a strategic partner in building an interactive, efficient, and collaborative education ecosystem (Amelia, 2023).

However, technological integration that is not accompanied by strong values and humanitarian principles can actually create new challenges for the world of education. The digital divide has the potential to widen the gap in access to learning between students who have adequate technological support and those who are economically or geographically disadvantaged. On the other hand, the dominance of technology use can reduce the quality of social interaction, decrease empathy, and even trigger dehumanization when the learning process is overly dependent on algorithms and automation (Sinaga et al., 2025). Therefore, technology-based educational innovation must always be balanced with the strengthening of noble values such as integrity, empathy, responsibility, and morality. The integration of technology should be directed at strengthening the humanistic dimensions of education, not replacing them, so that the digital transformation that is taking place ensures that the main objectives of education, namely the formation of character, personality, and humanity of students, are maintained and further developed.

In this context, digital literacy is a fundamental competency that educators and students must possess. Digital literacy is not merely the technical ability to operate digital devices, but also includes critical thinking skills, digital ethics, social awareness, and the ability to assess information objectively. Digital literacy serves as a bridge between technological advancement and social responsibility in its use. With good digital literacy, individuals can become digital citizens with integrity, wise in communication, and able to use technology to create added value for society. Therefore, strengthening digital literacy is a key prerequisite for shaping a generation that is resilient in facing the complexities of the Society 5.0 era (Hidaytullah et al., 2025).

However, amid the rapid pace of digitalization, education must not lose sight of its identity as a means of developing well-rounded individuals. Humanistic values such as empathy, responsibility, honesty, and tolerance must remain the main foundation in the educational process. As emphasized by Paulo Freire (1970), true education is a process of liberating humans from dehumanization, not merely a process of adjusting to the system. Therefore, adaptive education in the Society 5.0 era must be designed not only to produce individuals who are digitally savvy, but also those with personality, ethics, and civility. The integration of technological advances and humanistic values will ensure that the educational process not only produces competitive individuals, but also those with high moral and social awareness (Raprap et al., 2025).

The novelty of this study lies in its attempt to combine the three main pillars of technology integration, digital literacy, and humanistic values into a single human-centered adaptive education framework. Until now, most research on Society 5.0 has focused on technology and digital innovation without giving equal consideration to the human dimension and ethical values. This article offers a new perspective that the success of education in the Society 5.0 era is not only determined by the ability to adapt to technology, but also by the ability to

maintain a balance between digital rationality and human spirituality. The synergy between these three aspects forms the conceptual basis for the development of an educational model that is not only intellectually and technologically superior, but also characterful and civilized. Thus, this paper seeks to analyze how adaptive education can be developed through the integration of technology, the strengthening of digital literacy, and the revitalization of humanistic values within the framework of Society 5.0. This article also aims to provide a conceptual contribution to designing a new direction for education that is oriented towards humanity amid the increasingly unstoppable advancement of technology. Through this approach, education is expected to produce a generation that is not only technologically savvy, but also possesses empathy, integrity, and high social awareness, thereby becoming the main foundation for the formation of a highly intelligent and civilized society.

## **2. Method**

This study uses a qualitative descriptive approach with a library research method. This approach was chosen to thoroughly examine various theories, concepts, and research results relevant to the theme of adaptive education in the Society 5.0 era. Research data were obtained from various secondary sources such as scientific journals, reference books, education policy reports, and publications from national and international institutions. The literature sources were analyzed based on their relevance, accuracy, and novelty in relation to the issues of technology integration, digital literacy, and humanistic values in education.

Data analysis was conducted using content analysis techniques by identifying, grouping, and interpreting the main ideas from various literature to find relationships between concepts. Through this analysis, a conceptual understanding of adaptive education models that balance technological advances with human values was produced. The novelty of this research lies in its conceptual synthesis that combines the three main dimensions of technology, digital literacy, and humanistic values into a single integrated human-centered framework (human-centered adaptive education), thereby producing a new perspective in the development of educational paradigms in the era of Society 5.0.

## **3. Results and Discussion**

### **1. Adaptive Education in the Path of Society 5.0 Transformation**

The implementation of adaptive education in the era of Society 5.0 cannot be separated from the major transformations occurring in various sectors of life. The concept of Society 5.0, introduced by Japan, aims to create a super-smart society that utilizes the integration between the real world and the digital world to improve the quality of human life. This development requires the world of education to play a role not only as a space for knowledge transfer, but also as an ecosystem of learning that enables the emergence of individuals who are able to manage change, adapt quickly, and understand the complexities of the future. In this context, adaptive education has become a strategic necessity because it can accommodate the various dynamics arising from technological acceleration. Learning can no longer rely on static traditional formats but must adopt a flexible approach that opens up space for innovation, personalization, and cross-disciplinary collaboration (Hariyono et al., 2024). Thus, adaptive education serves as a bridge connecting the needs of the times with the development of human character that remains based on human values, so that students not only excel in digital competencies but also possess the social sensitivity, ethics, and critical thinking skills needed to face global challenges.

Adaptive education has emerged in response to the need for more flexible, personalized, and sustainable learning amid rapid social and technological change. The concept of adaptability not only means the ability to adjust to digital advances, but also includes efforts to design learning experiences that respond to the psychological, social, emotional, and cultural needs of human beings. In reality, schools and universities still face challenges in the form of digital competency gaps, uneven technological literacy, and learning paradigms that

tend to be rigid and oriented towards the transfer of information alone. Adaptive education is here to bridge these gaps by offering an open, responsive, and humanistic approach, so that learning does not only focus on mastering technology, but also on developing reflective, collaborative, and ethical skills, which are the main foundations in shaping superior human beings in the era of Society 5.0 (Hatta et al., 2025).

Furthermore, adaptive education in Society 5.0 also encourages a shift in the orientation of education from simply mastering knowledge (knowledge-based education) to problem-solving education. Students are expected to view technology not as an end in itself, but as a tool for solving social, environmental, economic, and humanitarian challenges. Thus, adaptive education requires curriculum innovation, improved teacher competencies, and a learning culture that supports creativity and high adaptability.

## 2. Technology Integration: A Pillar of Transformation Towards Adaptive Education

Technology plays a key role in realizing adaptive education by providing a new foundation for learning processes that are more relevant, inclusive, and future-oriented. The use of technologies such as Artificial Intelligence (AI), Big Data Analytics, the Internet of Things (IoT), virtual learning environments, and gamification has opened up opportunities for the creation of learning experiences that are increasingly personalized, interactive, and meaningful. With the support of this technology, educators can design adaptive learning strategies that dynamically adjust to the ability level, interests, and learning style of each student. AI, for example, has the ability to map individual learning patterns, provide automatic material recommendations, and monitor academic progress in real-time, making the learning process more effective and focused. On the other hand, big data enables comprehensive analysis of learning performance, while IoT creates a more responsive and connected learning space. Thus, technology integration not only enriches learning methods but also strengthens the transformation of education towards a more human-centered and sustainable model (Razilu, 2025).

To clarify the contribution of technology in the development of adaptive education, the following table summarizes the main pillars of technology integration and their implications in the learning process:

**Tabel 1.** Pillars and Implications of Technology Integration in Adaptive Education

Technology Pillar	Description	Implications for Learning
<b>Artificial Intelligence</b>	Analyzing learning patterns and personalizing recommendations	Learning becomes more individualized, responsive, and tailored to the needs of students.
<b>Big Data Analytics</b>	Processing learning performance data in a massive and in-depth manner	Educators can make data-driven pedagogical decisions and design appropriate interventions.
<b>Internet Things (IoT)</b>	Connecting devices, spaces, and learning resources through smart networks	Classrooms become more interactive, collaborative, and supportive of real-time learning.
<b>Virtual Learning</b>	Providing simulations and digital classes without space and time limitations	Access to learning becomes broader, more flexible, and more contextual.
<b>Gamification</b>	Utilizing game elements to increase motivation and participation	Increasing engagement, intrinsic motivation, and learning persistence

In addition to driving learning effectiveness, technology also contributes to strengthening lifelong learning. Digital platforms enable learning to take place anytime and anywhere, thereby expanding access to knowledge and encouraging the development of independent and proactive learners. Technology also facilitates cross-disciplinary and cross-border collaboration, opening up opportunities for learners to engage in international projects that can broaden their global perspectives and competencies. However, the successful integration of technology cannot be achieved if its application is superficial. Many educational institutions adopt technology only to meet the demands of modernization without accompanying pedagogical paradigm shifts. Adaptive education requires a fundamental transformation in the way educators design learning experiences, understand the thinking processes of learners, and interpret technology as a medium for developing human potential (Rajagukguk & Mayangsari, 2025).

In this context, the role of teachers becomes very strategic. Teachers are not only required to have technical digital competence, but also pedagogical and ethical mastery in the use of technology. Technical competence ensures that educators are able to operate various digital platforms optimally; pedagogical competence helps educators select and integrate technology according to the characteristics of learners and learning objectives; while ethical competence guides educators to maintain data security, privacy, and digital safety. Without mastery of these three dimensions, technology will only become a modern ornament without having a significant impact on the quality of learning. Therefore, technology integration must be carried out in a planned, strategic, and needs-based manner so that it truly functions as an instrument for improving the quality of education, not merely a symbol of progress (Surahman et al., 2025).

#### **4. Digital Literacy as a Fundamental Competency of the 21st Century**

Digital literacy is now a fundamental competency that students must possess in the era of Society 5.0 because the world they face is supported by a massive, fast, and not always valid flow of information. Digital literacy is not only related to technical skills in operating devices or applications, but also includes the ability to understand, analyze, and critically evaluate information. Students are required to be able to distinguish between valid information and hoaxes, understand the context of information production, and have ethical awareness in using and sharing data. In addition, digital literacy also emphasizes the importance of responsibility for the digital footprint they create, including the long-term consequences of online behavior. Thus, digital literacy is not only a technical skill, but also a cognitive and moral competency that shapes students into smart, wise, and ethical digital citizens (Safitri et al., 2025).

In the context of adaptive education, digital literacy serves as a driving force for building a creative, critical, and digitally literate generation. Students are expected to not only be consumers of information, but also producers of positive and useful digital content. Digital literacy can be strengthened through project-based learning, collaborative learning, and tasks that require students to create creative solutions using technology. In addition, digital literacy also serves as the foundation for the development of other 21st-century competencies such as communication, collaboration, creativity, and critical thinking. Without strong digital literacy, students will find it difficult to cope with the complexities of the modern world, which is full of information, algorithms, and technology-based social interactions. Therefore, the success of adaptive education depends heavily on the extent to which digital literacy can be strengthened in the educational environment (Dahlan, 2024).

#### **4. Human Values as a Counterbalance to Technological Transformation**

Although technology is a key pillar in the architecture of Society 5.0, humanistic values remain at the core of education and should not be neglected. Rapid technological advances bring great potential for improving the quality of learning, but without a foundation of human

values, such developments can produce a generation that is technically superior but lacking in empathy, ethics, morality, and spirituality. Adaptive education in this context must ensure that mastery of technology does not proceed mechanically or separately from moral values (Hidayat, 2022). Instead, technology must be positioned as a tool that reinforces human values, not replaces them. Therefore, adaptive education must prioritize a balance between digital innovation and the formation of a well-rounded human character, intellectually, emotionally, and socially, so that students are able to use technology wisely and responsibly (Firdaus, 2025).

Humanistic values that need to be integrated into education include empathy, tolerance, mutual respect, honesty, integrity, and social responsibility. These values are not only guidelines for behavior, but also an ethical framework that guides students to use technology constructively and meaningfully. Humanistic education places interpersonal relationships as the main foundation, because interactions between individuals are an important space for building social sensitivity and effective communication skills. In the learning process, these humanistic values can be implemented through collaborative activities, cooperative learning, discussion forums, and a dialogical approach between teachers and students. Thus, technology is no longer seen as the sole focus of attention, but as a medium that enriches human interaction and broadens the social horizons of students (Ramadhan et al., 2024).

In an increasingly digital age, the risk of dehumanization in education is becoming more apparent. Virtual interactions that dominate the lives of the younger generation have the potential to weaken students' ability to feel emotions, communicate face-to-face, and build authentic social relationships. Dependence on digital devices can erode reflective, sensitive, and critical capacities if not accompanied by quality human interaction. Therefore, adaptive education must integrate human values through various forms of reflective learning such as self-reflection tasks, ethical dialogues, moral case studies, experiential learning, and social projects that foster concern for the environment and society. With this approach, humanistic values are not merely complementary to technology, but serve as a guide, controller, and balancer in the development of a healthy, inclusive, and dignified education ecosystem in the era of Society 5.0 (Simorangkir, 2022).

## **5. Synthesis: An Adaptive Integrative Education Model Based on Technology, Digital Literacy, and Humanistic Values**

The results of the synthesis discussion show that adaptive education in the Society 5.0 era can only be realized through comprehensive integration between technology, digital literacy, and humanistic values as a mutually supportive whole. These three components cannot stand alone, because technology without digital literacy will become an ineffective tool, while digital literacy without humanistic values has the potential to produce individuals who are technically intelligent but lacking in ethics and empathy. Therefore, adaptive education must be designed not only to improve students' ability to operate and utilize technology, but also to strengthen their critical thinking skills, collaboration skills, creativity, and moral character, which are the basis for using technology ethically and productively in real life (Ananda et al., 2025). At the curriculum level, learning needs to be formulated dynamically and contextually so that it can easily adapt to changes in the social environment, future competency requirements, and rapid technological developments. Meanwhile, the role of teachers is shifting to that of facilitators and mentors who guide students through project-based learning, problem solving, discovery, and reflective dialogue. Thus, adaptive education in the era of Society 5.0 is not only about mastering technology, but also about shaping intelligent, characterful individuals who are able to contribute meaningfully to a super-smart society that is oriented towards progress and humanity at the same time (Nasrullah et al., 2024).

The novelty of this study lies in its conceptual synthesis that combines the three main pillars of technology integration, digital literacy enhancement, and internalization of humanistic values into a single human-centered adaptive education framework. This approach offers a different perspective compared to previous studies because it does not only view technology

as a learning instrument but places it in a balanced relationship with human values. Thus, the adaptive education model produced in this study emphasizes the importance of balance between digital skills and morality, between technical competence and social empathy, and between innovation and ethics. This makes education not only an arena for mastering technology, but also a space for shaping well-rounded, wise individuals who are capable of facing the complexities of the Society 5.0 era with intellectual, emotional, and moral readiness.

## 5. Conclusions and Suggestions

The results of the study show that adaptive education in the Society 5.0 era requires strong and balanced integration between technology, digital literacy, and humanistic values. First, technology is the main instrument in providing flexible, personalized, and innovative learning, but its effectiveness is greatly influenced by the pedagogical and ethical competencies of educators. Second, digital literacy plays an important role as a fundamental competency that enables students to think critically, assess information objectively, and act responsibly in the digital space. Third, humanistic values remain the moral foundation that ensures the educational process does not become trapped in dehumanization amid technological acceleration. Thus, these three components form a responsive, ethical, and holistic human development-oriented adaptive education framework.

Based on these findings, several recommendations can be made. Educational institutions are advised to adjust their curricula to integrate technology-based adaptive approaches and values. Educators need to receive ongoing training in digital pedagogy, technology ethics, and innovative learning strategies. Policymakers need to ensure the availability and equitable distribution of digital infrastructure to prevent educational disparities. These recommendations are intended to strengthen the capacity of national education in facing the challenges of the Society 5.0 era.

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