

EDUCATION OF THE FUTURE: HARMONY BETWEEN DIGITAL INNOVATION, FAITH, AND SOCIAL CARE

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ABSTRACT

The rapid development of digital technology has significantly transformed the educational landscape, necessitating a new approach that combines innovation with human values. This article discusses the concept of Future Education, which harmonizes digital innovation, faith, and social care as the foundation for creating a resilient and sustainable generation. Through literature review and conceptual analysis, this research identifies that integrating technology in education enhances learning efficiency and accessibility, and should be oriented toward strengthening learners' spiritual dimensions and social ethics. The firmness of faith serves as a moral compass in the use of technology, while social care ensures that digital progress does not abandon aspects of inclusivity and justice. This article recommends a holistic, value-based education model that utilises technology to enrich learning experiences, foster environmental awareness, and strengthen solidarity between individuals. In conclusion, the harmony between digital innovation, faith, and social values is an important prerequisite in building a resilient and sustainable civilisation in the era of disruption.

Keywords: Future Education, Digital Innovation, Strong Faith, Social Care

BACKGROUND

The development of digital technology has brought about fundamental changes in education. (Ng, 2015; Popkova, E. G., De Bernardi, P., Tyurina, Y. G., & Sergi, 2022) Advances in the internet, artificial intelligence, and online learning technologies have transformed the way learners acquire knowledge, interact, and develop skills. This transformation expands access to learning resources and also presents opportunities for innovation in teaching methods. Future education is projected to be increasingly integrated with technology, enabling personalisation of learning and global connectivity that was previously difficult to achieve.

However, behind these opportunities come significant challenges related to the human dimension of education. Technology, if used without a foundation of moral and social values, has the potential to encourage individualism, ethical degradation, and social inequality. Therefore, an educational paradigm is needed that prioritises digital skills and strengthens character, spirituality, and concern for others. In other words, education should be a space for harmonisation between technological innovation and the noble values that shape civilisation. (Schlanger, 2020)

The firmness of faith plays a central role in keeping the direction of technological development in line with humanitarian goals. Faith provides a moral and ethical framework for individuals to utilise technology wisely, avoid misuse, and direct innovation for the common good. In the context of education, faith serves as a pillar for strengthening the character of students, so that they become smart users of technology and spiritually responsible human beings.

In addition to faith, social care is an important element that must be embedded in the design of future education. This includes awareness of diversity, inclusivity, and environmental responsibility. Education that focuses only on academic achievement and digital skills, without instilling social values,

risks creating a generation that is technically proficient but lacks empathy. Global challenges such as the climate crisis, economic inequality, and social conflicts require the contributions of highly social individuals.

Previous studies have examined the integration of technology in education, focusing on the effectiveness of online learning, gamification, or the use of artificial intelligence to improve learning outcomes. (Bachiri, Y. A., Mouncif, H., & Bouikhalene, 2023) On the other hand, there have also been many studies on faith-based education, especially on strengthening character and moral education in schools or pesantren. Similarly, literature related to education to build social awareness has developed, especially in the realm of service learning and citizenship education.

However, there is still a significant research gap. Most of the existing studies discuss technology, faith, and social care separately, without examining how they can be integrated in a unified future education framework. In fact, in an era of complex disruption, partial approaches tend to be less effective in shaping a resilient and sustainable generation. (Bredikhin, 2020) A comprehensive integration is needed so that students can manage technology with the guidance of spiritual values and a strong social orientation.

This gap is all the more relevant given that rapid technological development often precedes the education system's readiness to build moral and social foundations. Without the right integration strategy, the younger generation risks being trapped in technological euphoria that ignores social and environmental responsibility. Conversely, strengthening faith and social awareness without technological mastery will leave learners behind in global competition. (Collins, A., & Halverson, 2018) Therefore, this research is important to offer an educational framework that is able to synergise these three elements.

A harmonised approach between digital innovation, faith, and social care in future education is relevant to prepare learners for the world of work and to form wise, empathetic, and caring global citizens for the sustainability of the planet. Such education will prepare a generation that can adapt to change and become agents of positive change.

Against this background, this article aims to analyse the potential and challenges of integrating technology, faith, and social values in future education. This study is expected to make a theoretical contribution to the development of a holistic education model that is relevant in the digital era, as well as offer practical recommendations for educators, policy makers, and educational institutions in realising a resilient and sustainable civilisation.

RESEARCH METHOD

This research uses a qualitative approach with a library research method to analyse the concept of integrating digital innovation, faith, and social care in the framework of future education. (Connaway, L. S., & Radford, 2021) This approach was chosen because it is relevant to explore conceptual ideas sourced from theoretical studies and previous research results. The main focus of the research is to identify the principles, challenges, and opportunities of the integration of these three elements in the context of resilient and sustainable education.

The data sources in this research consist of primary and secondary literature. Primary literature includes scientific journals, conference proceedings, and research reports that address the topics of educational technology, spiritual values-based education, and education to build social awareness. Secondary literature included reference books, policy documents, and relevant academic articles. The selection of sources was purposive, with the criteria of publications published within the last ten years, except for classic literature that has theoretical relevance. (Morgan, 2022)

Data collection procedures were conducted through literature searches using academic databases such as Google Scholar, Scopus, and DOAJ, as well as university repositories. The keywords used included: digital innovation in education, faith-based education, social values in education, sustainable education, and holistic learning model. Each literature obtained was then selected based on the relevance, novelty, and quality of the source.

Data were analysed using content analysis techniques to identify the main themes emerging from the literature. The data obtained were coded and grouped into broad categories: (1) integration of digital innovation in education, (2) strengthening faith in learning, (3) internalisation of social values, and (4) holistic education models. This analysis process aims to find patterns of interrelationships between the three elements and develop a conceptual framework that can be used as a reference for future educational development. (Klarin, 2024)

Data validity was maintained through source triangulation techniques by comparing findings from different types of literature and different authors' perspectives. In addition, an informal peer review was conducted by involving peers to provide input on data interpretation. (Carless, D., Jung, J., & Li, 2024) This step was taken to minimise researcher bias and increase the credibility of the findings. With this methodology, the research is expected to produce a comprehensive and applicable synthesis for the development of education that harmonises technology, faith, and social values.

RESEARCH FINDINGS

As we know, digital innovation has great potential to improve the quality of learning, both in terms of accessibility, effectiveness, and personalisation of the learning process. Technologies such as artificial intelligence, virtual reality, and online learning platforms are proven to expand learning opportunities across geographical boundaries. However, the literature also points to the risk of a digital divide that widens the gap between learners with adequate access to technology and those without.

Faith plays an important role as a moral guide in the utilisation of educational technology. Findings show that spiritual values can reduce the risk of technology misuse, shape learners' character, and keep the focus on using technology for beneficial purposes. Faith-based education integrated with the technology curriculum can strengthen learners' discipline, integrity, and responsibility.

Social awareness is the balance between technological advancement and socio-environmental sustainability. Literature shows that learning that emphasises collaboration, empathy, and environmental awareness encourages learners to become agents of positive change. Approaches such as service learning and community-based collaborative projects have proven effective in raising awareness of global and local issues.

Research gaps still exist in the integration of these three elements together. Most of the studies found discuss technology, faith, and social care separately, so there is no conceptual model that brings them together in a unified future education framework. This opens up opportunities to develop holistic education designs that can be implemented in various contexts, both formal and non-formal.

The ideal future education model is a holistic education that combines digital innovation with spiritual development and social value cultivation. The findings show that the harmony of these three aspects can form a generation that is technologically proficient and morally mature, and concerned about the sustainability of life.

DISCUSSION

Integration of Digital Innovation in Holistic Learning

First, Utilisation of Digital Innovation to Strengthen Holistic Learning

The utilisation of digital innovation in holistic learning is one of the main characteristics of educational transformation in the era of Industrial Revolution 5.0. Holistic learning itself emphasises the balance between the development of cognitive, affective, and psychomotor aspects of learners, so that it produces intellectually intelligent individuals and emotionally mature and well-characterised. (Koul, S., & Nayar, 2021) In this context, digital technology acts as a catalyst that accelerates the achievement of educational goals, as well as a medium that allows the learning process to be more adaptive, personalised, and contextualised.

Digital technology offers a great opportunity to implement learning that is responsive to individual needs. Through online learning platforms and the use of artificial intelligence, teachers can more accurately identify students' learning styles, levels of understanding, and interests. Learning analytics

help map learner development so that materials and methods can be dynamically adjusted. This approach avoids a uniform and rigid model of education, which often ignores the diversity of students' abilities and backgrounds.

Technology integration also enables the strengthening of experiential learning. (Kim, D., Ding, L., & Cho, 2025) Virtual simulations, online labs, and augmented reality can create immersive and contextualised learning experiences. For example, history lessons can be enriched through virtual tours of Islamic civilisation sites, while science lessons can be brought to life through VR-based experiments. These experiences facilitate the understanding of abstract concepts and establish a link between scientific knowledge and spiritual and moral values.

Another advantage of digital innovation is its ability to support collaborative learning across time and space. Through online discussion forums, educational communication apps, and cloud-based collaborative projects, students can work together with peers from different regions and even countries. These interactions broaden horizons, practice cross-cultural communication skills, and foster empathy and tolerance. Thus, technology serves as a learning tool and a bridge for forming positive social networks. (Battista, 2023)

From a curriculum perspective, the integration of digital technology in holistic learning promotes the development of 21st-century competencies. Creativity, collaboration, communication, and critical thinking can be honed through projects that combine the use of digital media with real-world problem-solving. A curriculum that accommodates this approach will be more relevant to the needs of the times, as it can produce graduates who master technical skills and have moral integrity and social awareness.

The utilisation of digital innovation is also in line with the concept of lifelong learning. The availability of digital resources, such as e-books, online courses, learning videos, and global educational communities, provides opportunities for learners to learn beyond the confines of the classroom and the academic calendar. This access opens up opportunities for students to develop their potential independently, while still being directed so that the knowledge gained is not separated from the foundation of Islamic ethics and values.

The application of technology in holistic learning demands the active role of teachers as facilitators. Teachers are no longer just material deliverers, but guides who help students navigate information, verify sources, and relate knowledge to life contexts. (Janaki, S., & Denaki, 2024) In this case, teachers' pedagogical competence and digital literacy are key to success, as only those who are skilled in managing technology can ensure its use is truly meaningful.

In addition to the role of teachers, infrastructure support is also a determining factor in the utilisation of digital innovations. Equitable internet access, adequate devices, and reliable learning management systems will ensure all learners can benefit optimally. Without this support, technology-based learning risks widening the education gap between developed and underdeveloped regions. Therefore, the strategy to utilise technology must be accompanied by a policy of equal access. (van der Vlies, 2020)

The utilisation of digital innovation in holistic learning is a strategic effort to create a generation that is balanced between technological mastery and character strengthening. Technology used appropriately will enrich the learning process, broaden the horizon of knowledge, and deepen moral awareness. This is a form of education that prepares students for the challenges of the 21st century and equips them with strong human values and spirituality.

Second, Challenges, Ethics, and Policies in Digital Innovation Integration

The integration of digital innovations in holistic education offers opportunities and raises challenges that require appropriate handling strategies. One of the main challenges is the digital divide resulting from unequal access to technology and the internet. Learners in urban areas generally have easier access to devices and internet connections than those in remote regions. This disparity has the potential to widen the gap in education quality, making equitable access policies imperative. (Afzal, A., Khan, S., Daud, S., Ahmad, Z., & Butt, 2023)

Apart from access issues, digital literacy is also a crucial challenge. Teachers and students need adequate skills to utilise technology effectively. Without good digital literacy, the use of even

sophisticated devices will not be optimal. This literacy includes technical ability in operating technology, information evaluation skills to sort out valid sources, and awareness of risks such as hoaxes, plagiarism, and cybercrime.

Ethical use of technology is an equally important aspect. Digital-based education must ensure that online interactions remain within the corridors of social norms and religious values. Teachers have the responsibility to instill media ethics, such as respecting copyright, maintaining privacy, avoiding hate speech, and behaving politely online. Thus, students are skilled in using technology and civilised in digital interactions.

The massive flow of information through digital media, on the other hand, risks affecting learners' moral and cultural values. Exposure to content that does not follow religious norms and social ethics can erode character if not balanced with adequate supervision. Therefore, technology integration policies need to include content filtering mechanisms and guidance from educators and parents.

Visionary education policies must strike a balance between encouraging innovation and protecting human values. Regulations governing the use of technology in schools, teacher training, and digital ethics guidelines are important pillars in supporting healthy implementation. Without a clear policy framework, technology integration risks becoming a mere formality or a momentary trend without clear direction.

The government has a strategic role in providing infrastructure support, developing an adaptive curriculum, and forming a collaborative ecosystem between schools, parents, and communities. (Swargiary, 2024) This collaboration ensures that technology is used for knowledge transfer and as a means of character building, strengthening faith, and fostering social awareness.

Another challenge that needs to be anticipated is the changing role of teachers in the digital education ecosystem. Teachers are now required to be facilitators, mentors, and guides who help learners process information and relate it to the reality of life. This role shift requires continuous improvement of pedagogical and technological competencies, so that teachers can utilise digital innovations without losing the human touch in the teaching-learning process.

Cybersecurity is also an important concern. (Ganapati, S., Ahn, M., & Reddick, 2023) Protecting students' and teachers' personal data, preventing hacking, and securing online learning platforms should be prioritised. Educational institutions need to have clear policies related to data management and privacy protection so that all parties feel safe in utilising technology.

Table 1. Integration of Digital Innovation in Holistic Learning (Li, L., Huang, W., & Liu, 2024; Zou, Y., Kuek, F., Feng, W., & Cheng, 2025)

Dimension	Description	Integration Strategy	Indicators of Success
Cognitive Development	Enhancing learners' critical thinking, creativity, and problem-solving skills through technology.	Use of adaptive learning platforms, AI-assisted tutoring, and gamified learning content.	Increased problem-solving performance, higher engagement in inquiry-based tasks, and improved test results.
Emotional & Social Skills	Strengthening empathy, collaboration, and emotional intelligence in digital environments.	Incorporating virtual collaboration tools, peer-feedback systems, and online community projects.	Improved teamwork scores, higher emotional literacy, and active participation in collaborative projects.
Spiritual & Ethical Growth	Embedding values, ethics, and spiritual reflection in digital learning contexts.	Integration of digital storytelling, online religious discussion forums, and reflective journaling apps.	Increased moral reasoning, positive online behaviour, and engagement in ethical discussions.
Cultural Awareness	Fostering multicultural understanding and respect through global digital access.	Virtual cultural exchange programs, multilingual content,	Increased intercultural competence, active participation in cross-cultural dialogues.

		and digital heritage archives.	
Well-being & Balance	Maintaining physical, mental, and digital well-being in technology-rich learning.	Mindfulness apps, balanced screen-time policies, and health-oriented digital breaks.	Reduced digital fatigue, improved mental health scores, and consistent adherence to balanced tech use.
Sustainability Awareness	Promoting ecological literacy and responsible tech use.	E-learning on sustainable practices, green technology projects, and eco-themed simulations.	Increased environmental project participation, reduced digital waste, and knowledge of eco-practices.

By managing challenges, instilling ethics, and formulating the right policies, the integration of digital innovation can be harmonious and sustainable. Education will become more modern and relevant to the times and remain rooted in human and spiritual values. The combination of proper regulation, strong digital literacy, and ethical awareness will ensure that technology truly becomes a means of empowerment, not just a tool for entertainment or superficial information consumption.

Firmness of Faith as a Moral Compass in the Digital Age

In the digital era, the firmness of faith becomes the main foundation for students in navigating the swift flow of information and technological changes. Amidst the onslaught of rapid and diverse content, faith serves as a moral filter that guides individuals to distinguish between right and wrong, beneficial and destructive. Without this compass, learners are vulnerable to being swayed by trends, opinions, and ideologies that contradict the values of truth. (Sugianto, 2024)

The digital age presents tremendous opportunities for learning and self-development, but it also opens the door to ethical and moral challenges. Information in circulation is often a mix of facts and hoaxes, noble values and destructive content. The firmness of faith provides the strength to stick to the principles of goodness, even when faced with temptation or enormous social pressure in cyberspace.

In holistic learning, faith is the theological aspect and the driving energy that shapes attitudes and behaviour. (Khrypko, S., Binkivska, K., Klose, R., Martsinko, N., Kuznietsova, I., Myroniuk, L., & Patlaichuk, 2025) Teachers, parents, and communities need to instill a solid understanding of religion from an early age, not just through memorising doctrines, but by linking them to the realities of digital life. This makes faith relevant, applicable, and a real guide in everyday decision-making.

Firmness of faith also shapes personal integrity. In the digital era, many temptations test honesty, such as plagiarism, data manipulation, or misuse of technology. Individuals who have strong faith will prioritise trustworthiness and honesty, realising that their every action is under God's supervision, even though no one is physically watching. This principle becomes an irreplaceable moral fortress.

Moreover, a strong faith gives birth to a selective attitude in consuming and producing digital content. Learners with a strong foundation of faith will choose useful sources of knowledge, avoid material that goes against ethics, and contribute to spreading goodness. This attitude forms a wise person and has a positive impact on the digital ecosystem.

Educational institutions play a highly strategic role in fostering strong faith in the digital era. The curriculum should integrate digital literacy with character education grounded in religious values. Teachers can integrate discussions on technology ethics, social media manners, and contemporary Islamic studies to equip students to face the moral challenges of cyberspace.

Firmness of faith is also a source of inner calm amidst digital distractions. (Cyzewski, 2020) Many people experience mental stress due to overexposure to social media, competition, and negative news. A strong faith provides a sense of trust, optimism, and meaning in life that helps individuals manage stress and maintain a balance between digital and spiritual life.

On the other hand, firm faith encourages the utilisation of technology for noble purposes. A person who has a strong faith will not use digital sophistication for purposes that harm others, but for the benefit of the people. For example, creating da'wah applications, Islamic educational content, or platforms that facilitate charity and social activities.

In the context of digital globalisation, faith also acts as an identity and a bulwark against cultural penetration that is contrary to the noble values of religion. Learners who have strong faith will be able to interact with world culture critically, take what is useful, and reject what is destructive, without losing their identity.

Firmness of faith does not mean shutting ourselves off from technological advances, but rather utilising them wisely. Firmly held religious principles will direct how technology is used—not to destroy, but to improve; not to divide, but to unite. This is the essence of faith as a moral compass in the development of digital civilisation.

Ultimately, future education must place the firmness of faith at the core of learning strategies in the digital era. The ever-evolving technology requires consistent value guidance, so that the direction of its utilisation remains on the right track. With faith as a moral compass, the next generation will be able to be smart users of technology, have noble character, and contribute positively to the global community.

Social Care as a Pillar of Educational Sustainability

First, the Role of Social Care in Holistic Education

In community life, social care is one of the fundamental elements in holistic education that emphasises the development of the whole person. Holistic education focuses on academic achievement and technical skills, as well as on character building, empathy, and a sense of social responsibility. (Nasir, M., Rijal, M. K., Primarni, A., Lima, L., & Prastawa, 2024) In this context, social care serves as a link between the knowledge acquired in the classroom and the realities of community life. Without a caring dimension, education risks producing individuals who are intellectually intelligent but ignorant of the problems around them.

The role of social care in education is evident in the formation of learners' empathy. Through community service programmes, charity activities, and community-based projects, students are trained to understand the conditions and needs of others. This direct experience builds awareness that education is a means to achieve personal success and a tool to benefit others. Empathy formed early on will be an important provision in facing social challenges in the future.

Apart from building empathy, social care also fosters the value of togetherness and cooperation. In a digital era that tends to be individualistic, education needs to teach collaboration skills. Activities such as group work, team-based creative competitions, and social campaigns can hone the ability to work together while strengthening a sense of belonging to the community. This value is a balancing act that keeps technological advances from separating people from meaningful social interactions.

Social care also plays a role in creating visionary and ethical leadership. Learners who are accustomed to being involved in social activities will have sensitivity to public problems and the ability to design solutions that favour the common interest. Leadership born from this caring base is more orientated towards service and sustainability, not just achieving prestige or personal gain.

In the framework of inclusive education, social care is the foundation for reducing educational disparities. A caring attitude leads to programmes such as scholarships, free extra classes, or tutoring for children from underprivileged families. Thus, social care helps to ensure that the right to education is enjoyed by all levels of society, not just those with economic privilege. (González Luna Corvera, 2019)

Social care is also relevant to the character building of high-achieving learners. Academic success will become more meaningful when accompanied by a willingness to share knowledge and skills with those in need. This value helps students understand that true success is measured by personal achievement and by contributions to collective progress.

Table 2. The Role of Social Care in Holistic Education

Aspect	Description	Example of Implementation
Definition and Position	Social concern is a fundamental element of holistic education, linking academic achievement with human values. (Isroani, F., & Huda, 2022; Vecchione, M., & Schwartz, 2022)	Integration of social concern materials into the Islamic Religious Education and Civics curriculum.
Development of Empathy	Training students to understand the conditions and needs of others through direct experience.	Social service activities, community service, and visits to orphanages.
Strengthening Togetherness and Mutual Cooperation	Fostering a spirit of collaboration and a sense of belonging to the community.	Group projects, team creativity competitions, and school social campaigns.
Formation of Visionary Leadership	Instilling sensitivity to public issues and the ability to design beneficial solutions.	Student council programs are based on community service and social leadership training.
Reducing Educational Disparities	Promoting inclusive educational access for all social groups.	Internal school scholarships, free remedial classes, and peer tutoring programs.
Balancing Academics and Humanity (Marsden, D., & Cooper, 2020; Miller, 2018)	Linking academic success with social contributions.	High-achieving students mentor peers who struggle with learning.
Environmental Awareness	Instilling awareness of ecological sustainability.	Green school initiatives, plastic reduction movements, and tree planting.
Habituation and Role Modeling	Internalizing values through consistent behaviour and role models from teachers and parents.	Teachers demonstrating tolerance, and parents involving children in social activities.
Long-Term Impact	Building an educational ecosystem where the community and school mutually support each other.	Graduates returning to contribute to their communities through professions or social programs.

Besides targeting human relationships, social care in holistic education also includes responsibility for the environment. Learners can be involved in activities such as green school programmes, waste management, and tree planting. These activities instil awareness that the sustainability of human life is highly dependent on the preservation of nature, so social care must include an ecological dimension.

The cultivation of social awareness cannot be done instantly, but through a consistent habituation process. Schools and families play an important role in this regard. (Arief, 2023) Teachers who value diversity, parents who involve their children in social activities, and a school culture that emphasises collaboration will strengthen the internalisation of caring values in students.

In the long run, social care forms a mutually supportive educational ecosystem. (Burn, E., & Needham, 2023; Goodington, 2021). A caring community will provide support to schools through donations, volunteer programmes, or strategic partnerships. Conversely, schools that instill social care will produce graduates who return to serve the community. This cycle ensures the sustainability of education while strengthening the reciprocal relationship between education and social life.

Second, Strategy and Utilisation of Technology to Promote Social Care

The utilisation of technology to promote social care is becoming increasingly relevant in the digital era, where many human interactions occur through online platforms. Technology can be an effective medium to spread the values of empathy, solidarity, and social responsibility if used in a targeted

manner. The main strategy in this case is to use technology as a tool to expand the reach and impact of social activities, so that the message of care can reach a wider and more diverse audience. (Hamblin, 2020; Hanandini, 2024)

One strategy that can be implemented is to integrate technology into social project-based learning programmes. Learners can use social media, blogs, or video channels to document and share their community service activities. This documentation is a means of reflection and an inspirational tool that can motivate others to engage in similar activities. Thus, technology acts as an amplifier of the value of social care.

Digital platforms can also be used to organise humanitarian activities. Online fundraising apps, community discussion forums, and instant messaging-based coordination groups allow for quick and efficient resource mobilisation. By utilising technology, activities such as disaster relief, free education programmes, or environmental campaigns can be managed in a more structured and measurable manner.

The utilisation of technology in promoting social awareness can also be realised through the development of digital educational content. (Chin, C. K., Munip, H., Miyadera, R., Thoe, N. K., Ch'ng, Y. S., & Promsing, 2018) Videos, infographics, and interactive modules on social issues such as poverty, health, and environmental sustainability can be widely accessed by students. This content helps learners understand the problems comprehensively and encourages them to design innovative and applicable solutions.

In addition to content provision, online learning can be inclusive by providing access for students from various social backgrounds. For example, schools or educational institutions can provide free virtual classes for children in remote areas. This effort utilises technology as a medium of learning and as a tangible manifestation of the application of social care in the world of education.

Another strategy is to encourage cross-regional collaboration through joint digital projects. Learners from different schools can collaborate online to address common social issues such as pollution, access to education, or community economic empowerment. (Ferri, F., Grifoni, P., & Guzzo, 2020) This collaboration strengthens a sense of community, broadens perspectives, and fosters cross-cultural communication skills.

For this strategy to succeed, digital literacy is an important prerequisite. Teachers, students, and communities need to be equipped with the skills to use technology wisely, including understanding digital ethics, cybersecurity, and data protection. Good digital literacy ensures that technology is used for beneficial purposes and does not pose social or moral risks.

Table 3. Strategies and Utilisation of Technology to Promote Social Awareness (Maulidah, Q., Soliha, I. A., & Fadilah, 2025; Nduka, 2022)

Dimension	Indicator	Example of Implementation
Integration of Technology in Social Projects	Utilization of digital media to design, implement, and document social activities.	Students create video documentation of social service activities and publish them on the school platform.
Mobilization of Digital Resources	Ability to use online platforms to organize humanitarian activities.	Using online fundraising applications to help disaster victims.
Provision of Social Educational Content	Production of digital materials that raise awareness of social and environmental issues.	Infographics on plastic waste management or health education videos on the school's channel.
Technology-Based Inclusive Education Access	Utilizing technology to reach students from diverse social backgrounds.	Free online classes for students in remote, frontier, and disadvantaged areas.
Cross-Regional Digital Collaboration	Ability to build cooperation between schools or	Joint research projects on environmental issues between urban and rural schools.

	communities through online media.	
Digital Literacy for Social Awareness (Alrianingrum, S., Listyaningsih, M., & Jacky, 2018)	Mastery of digital ethics, cybersecurity, and positive technology use skills.	Media ethics training for students and teachers.
Policy and Infrastructure Support	The Presence of regulations, facilities, and networks that support the use of technology for social purposes.	Government programs providing free internet for remote schools.
Program Sustainability Orientation	Technology is used to build a consistent culture of care, not just incidental activities.	A school portal for regular coordination of social activities throughout the academic year.

The role of public policy is also crucial in supporting the utilisation of technology for social awareness. The government can initiate national programmes that connect schools with technology-based social platforms, provide equitable internet infrastructure, and provide training for teachers and students. This support ensures that technology utilisation is a sporadic initiative and part of a sustainable movement.

The strategy and utilisation of technology to promote social awareness must be sustainability-oriented. Technology is used to solve momentary problems and to build a culture of caring that is embedded in the education system and people's lives. With the synergy between digital innovation, human values, and visionary policies, education can be the driving force for the birth of a generation that is both technologically literate and socially minded.

CONCLUSION

The education of the future demands an approach that harmoniously integrates digital innovation, faith, and social care. Digital technologies offer significant opportunities to expand access, improve quality, and personalize learning; however, their use must be guided by a strong moral foundation. Firmness of faith serves as an ethical compass that prevents the misuse of technology, while social care ensures that progress does not abandon aspects of inclusivity, justice, and sustainability.

The study shows that integrating these three elements produces an education that equips learners to adapt to changing times and fosters wisdom, empathy, and responsibility. Such education will serve as the foundation for building a resilient and sustainable civilization in the face of global challenges such as technological disruption, environmental crises, and social inequality.

Thus, the development of a holistic education model based on technology, spirituality, and social values is an urgent need. Collaboration among educators, policymakers, and the community is essential to realizing an education system capable of producing a generation that is intellectually capable, spiritually mature, and committed to the common good.

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