FUTURE EDUCATION: PARADIGM, SKILLS, DISRUPTIVE INNOVATION, LIFE BASE LEARNING AND FUTURE TEACHER

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Abstract

This article aims to explore the thinking of Future Education: New Education Paradigm, Future Learning Skills, Disruptive Innovation, Life Based Learning, and Future Teachers. The article uses the library research method. The results of the study found that the world of education must transform itself with existing changes while remaining guided by values and morals. Paradima shift towards capability development, life based learning/real word learning, learner as a human being, hautagogy/self-directed-learning, multi-disciplinary curriculum, and job creator. Skill needs include critical thinking and creativity, communicativeness and collaboration, and information and communication technology skills and morality. Disruptive innovation is characterized by digital technology making learning more flexible. Life Based Learning focuses on developing capabilities and life skills. Future teachers must be the best sons and daughters and be inspirational and have multi-skills.

Keyword*:* *Future, Education*

Introduction

Along with the development of the demands and challenges of the times, education must evaluate itself so that education is relevant to the needs of personality and career development and relevant to the business world and industrial world. Now the world is integrated, the convergence of science and technology, the pace of innovation and disruption as well as an increasingly open and limitless learning landscape, so that educational resources are needed and demanded to have multi-skills so they can adapt to the demands of change with a connected, confident and creative style.

The future is a reality that must be faced, along with the developments and demands of the times and the characteristics of the future generation, education is no longer oriented towards competence but rather towards capability. Capability is the ability to use competence to face various changes and life problems. It is necessary to reorient the education of the learning generation according to future needs (Staron et al., 2006).

Education needs to reflect itself in an era of competitive and sophisticated life,"of course what kind of education should be planned for the generations?". We now have very real education, where education is increasingly isolated from the pressing realities of life, human civilization

continues to develop to become broader and more sophisticated (Savitha & Vaidheeswarran, 2021). The educational results obtained can no longer meet the needs of society. Many people cannot apply the knowledge they have gained while pursuing education in society. Delays in following the demands of the times which are increasingly developing, so that there is a lack of harmony between the current education system and the demands of the times which are increasing. The professionalism of educational resources, especially in remote areas where there is a shortage of professional teaching staff to suit needs. Apart from that, there are prospective teachers and teachers who become teachers because they were not accepted in other departments or lacked funds to take expensive majors. Other circumstances also show that on average high achieving students in secondary school tend to choose non-teaching majors.

Another problem is that every change in government cabinet, especially the minister of education, is followed by curriculum changes, while curriculum changes tend not to guarantee the quality of education in Indonesia. In fact, what is happening is that there is no provision for the sustainability of the education system in the basis of national education. The curriculum, which is the basis for teachers in teaching, will become less than optimal if it is continuously replaced, and there is no guarantee of the teacher's skills in implementing the new curriculum so it takes a relatively long time for teachers to adjust (Purwanto, 2021).

Research Methods

This paper uses the library research method, namely by collecting relevant data from various relevant references without having to conduct a field survey. Library research is research that utilizes library sources to obtain research data. The library sources used as references in this research come from books, international and national journals that are relevant to the research topic as well as report data. The data required in this research is qualitative textual using statements and scientific proportions put forward by experts and researchers which are closely related to the topic of discussion. The description of the research results was carried out by describing various indicators accompanied by images regarding future economic education.

Discussion

1. Shift in Educational Pagradima

Wahyono (2022) explained that along with the demands and challenges of the times, the educational paradigm is shifting, including: (1) Training and professional development towards capability development. (2) Job Based Learning towards life based learning/real word learning. (3) Learner as a passive towards learner as a holistic person. (4) Pedagogy towards hautagogy/self-directed-learning. (5) Monodiscipline curriculum towards multi-discipline-interdisciplinary curriculum. (6) Job seeker becomes job creator. The details are shown in the image below.

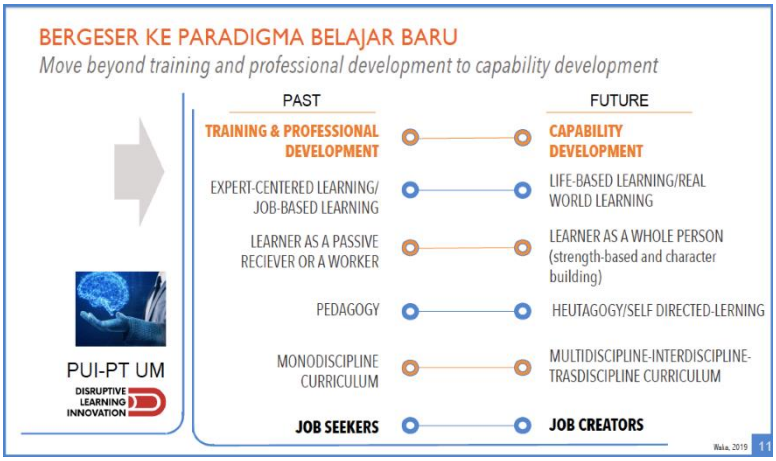


Figure 1. Future Education Paradigm

2. Future Learning Skills Needs

The need for future skills reflecting 21st century skills is generally described in 4 categories as follows: (a) Ways of thinking: Creativity and innovation, critical thinking, solving problems, making decisions, and learning to learn; (b) Ways to work: Communicate and collaborate; (c) Tools for the job: General knowledge and skills of information and communication technology; (d) Ways of living: career, personal and social responsibility including cultural awareness and emphasizing aspects of creativity, collaboration and speaking skills (Griffin et al., 2012; Trilling & Fadel, 2009).

The main needs that need to be developed by future generationsincludes: First, the ability to think critically and solve problems is a directed and clear process used in mental activities such as solving problems, making decisions, persuading, analyzing assumptions and conducting scientific research. Critical thinking is essentially an active process in which a person thinks about things deeply, asking himself questions, finding relevant information for himself rather than accepting things from others. In this concept, students learn to solve existing problems and are able to explain,

analyze and create solutions for individuals and society. The role of students in implementing 21st century learning is; learn collaboratively, problem-based learning, have high order thinking skills, and learn to ask questions (Fetrati & Nielsen, 2020; Snyder & Snyder, 2008).

Second, developing creativity and innovation as the ability to think outside the box without being limited by rules that tend to be binding. People who have high creativity are able to think and see a problem from various sides or perspectives. In this concept, students will be invited to get used to carrying out and explaining every idea they think about. This idea will be presented to classmates openly so that later it will cause reactions from classmates. This activity can make students' perspectives broader and open to every existing view (Tanty et al., 2022; Udwadia, 1990).

Third, collaboration is important to implement in the learning process so that students are able and ready to work together with anyone in their future lives. The concept of cooperation will invite students to learn to form groups, adapt and lead. The aim of this collaboration is so that students are able to work more effectively with others, increase empathy and be willing to accept different opinions. Another benefit of this collaboration is to train students to be responsible, easy to adapt to the environment, society, and can set high targets for groups and individuals (Camarinha matos, 2010; Margerum, 2013; Scoular, C., Duckworth, D., Heard, J., & Ramalingam, 2020). Fourth, Communication as the ability to convey ideas and thoughts quickly, clearly and effectively. This skill consists of a number of sub-skills, such as language skills that are right on target, the ability to understand context, and the ability to read the listener (audience) to ensure the message is conveyed. In this case, students are asked to be able to master, organize and build good and correct communication in writing, verbally and multimedia. Students are given time to manage this and use communication skills to make connections such as conveying ideas, discussing and solving existing problems (Bucăţa & Rizescu, 2017; Prayogi, 2019; Woo Park, 2008).

Referring to the description above, 21st century skills can be drawn using a circular model as in Figure 2 below.

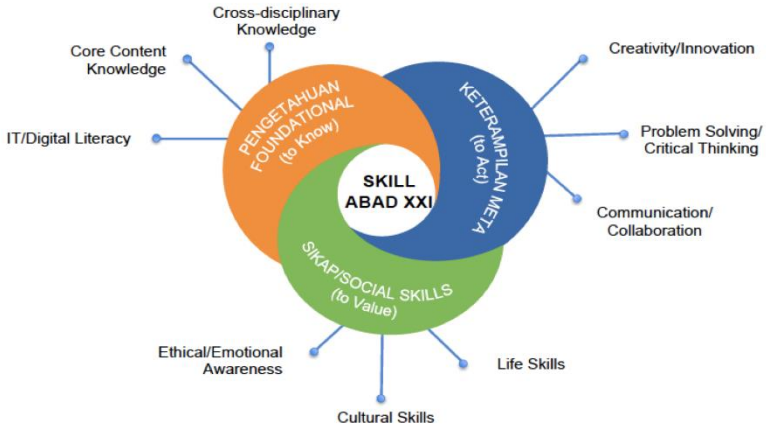


Figure 2. Model of 21st Century Skills

3. Disruptive Innovation

Disruptive innovation is an innovative disturbance that occurs in various aspects of human life which gives rise to new paradigms and innovations which aim to provide changes that are more efficient, effective and make human life easier, marked by very massive technological developments. In the educational context before the development of internet technology, distance learning experienced problems in terms of interaction between students and teachers (Noya & Setiyati, 2021). With the support of current digital technology, the learning process can be done online. This online learning system creates very high flexibility, especially in terms of time, schedule and place of study. Access to teaching and learning activities can be done anytime and anywhere very comfortably. This condition of course has an impact on effective and efficient learning. Effective because online learning gives teachers the opportunity to more easily and freely explore targeted learning methods. Efficient because of the savings that can be made in the online learning process in terms of costs and time, for example transportation costs and time, preparation costs and time, physical facility costs such as for procurement, management and maintenance of buildings and all supporting facilities. Data and learning materials can also be stored, modified and used repeat. The learning materials used do not have to be the teacher's own, but can also use materials that can be obtained flexibly (Anggreni et al., 2023; Mbatha, 2015). Various applications that help the learning process can be made more interactive and interesting, such as Zoom Meeting, Google Metting, and many other digital applications, most of which can be used for free. For students, this flexibility is very enjoyable and can choose the most comfortable learning

environment possible, listening to lessons anytime and anywhere. They can also repeat lessons whenever they need.

4. Life Based Learning

Life Based Learning is the process of acquiring knowledge and skills in understanding the nature of life, solving life problems, and living a balanced and harmonious life. In other words, Life Based Learning is a learning concept that places the concept that real learning is learning from life. Therefore, in the Life Based Learning concept, schools or other educational institutions are just one forum for learning about life. The true school for humans is life or their own experiences and environment. Life Based Learning is not only limited to learning to find work, learning to get a job, learning in the workplace, more than that, Life Based Learning focuses on learning to live life in harmony which is manifested in learning to get or create a job, learning to doing work, learning to socialize, learning to maintain traditions or local wisdom, and learning to be a community, nation and state (Sudira, Without year) (Miller, 2010). The life based learning model is as shown in the picture below.

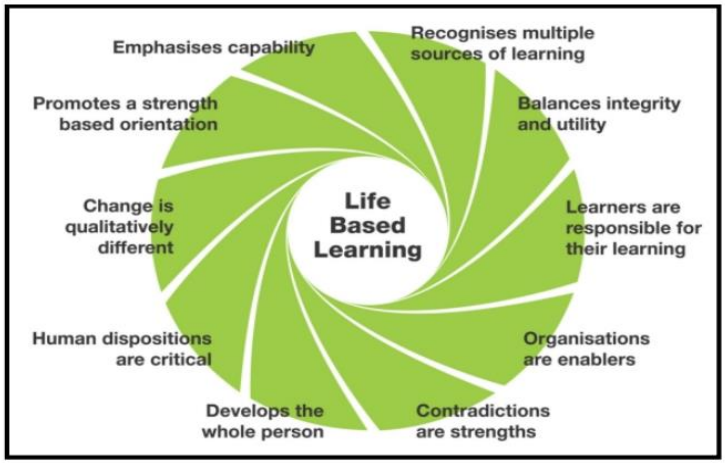


Figure 3. Model Life Based Learning

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taron et al., (2006) explains several components of Life Based Learning:**(1) Emphasises Capability Development**. This results in people learning to interact in dynamic balance with the various environments in which they live and work so that they can fulfil their potential, expand their work challenges, take responsibility for their choices and contribute to sustainability, relationship building and resilience within their organisations. **(2) Promotes A Strength Based Orientation To Learning**. It is the orientation that makes the difference, as much as the strategy. **(3) Recognises Multiple Sources Of Learning**. Individuals engage in a multitude of learning events and have

capabilities that are not always visible or recognised as formal and significant contributions to organisational life. This needs to be acknowledged and supported. **(4). Balances Integrity And Utility.** For a life based learning model to prosper, mindset matters. A new strategy approached with an old mindset can undermine the integrity of the model. This is an inherent difficulty in a 'grab and go' environment where there is a temptation to use the strategies without studying or fully appreciating the concepts that underpin them or their intent. (**5). Shifts Responsibility for Learning to the Individual.** Learning is a unique event and adults access learning from a range of life sources. While we may never fully comprehend the learning of others, we can respect and appreciate the process and set up the environment and enablers to encourage its growth. Individuals need to take responsibility for designing their own learning and choosing options most appropriate to meeting their personal and professional goals. **(6) Shifts the role of organisations to that of enabler**. The role of the organisation shifts from the provider of the learning program to the creator of the best environment to enable learning to happen. The design of safe spaces, promotion of a positive work climate, provision of opportunities for learning as an integral part of everyday work, plus flexible options and openness to new ways of learning and working all contribute to the building of rich learning environments. **(7) Acknowledges That Contradictions are Strengths**. The tension created allows new understandings, new sets of practices and new relationships to emerge. Rather than having a single authoritarian voice, life based learning celebrates different voices and multiple and competing interpretations of the world. Moving through this multiplicity requires judgement and wisdom. **(8). Invests in Developing the Whole Person**. There is a refocus on the human factor. Life based learning is also about being – having a robust sense of self and a sense of relationship with others, with the world and with organisational life, thereby enriching the knowledge and skills required to prosper and thrive in the contemporary world. **(9). Acknowledges Human Dispositions as Critical.** Basic human foundation truths and human responsibility are the new constants. Life based learning shifts from what you know about the world to how you know about the world. This invites a new level of awareness, responsibility, trust and accountability**. (10) Appreciates that Change is Qualitatively Different.** Change is both externally and internally oriented. How individuals understand themselves, their sense of identity, sense of being in the world and their mindset are just as important as changes in models, methods and strategies. This is because dispositions and mindsets influence how models, methods and strategies are used and can have a significant bearing on outcomes.

Life-based learning is a spiral development of expert centered learning and work based learning. Expert centered learning is learning centered on experts, class-based, adoption and implementation processes. Work-based learning is project-based facilitated learning. Life-based learning emphasizes self-directed learning, continuous inquiry, adaptability and sustainability (Sudira, 2018) as shown in the following picture.

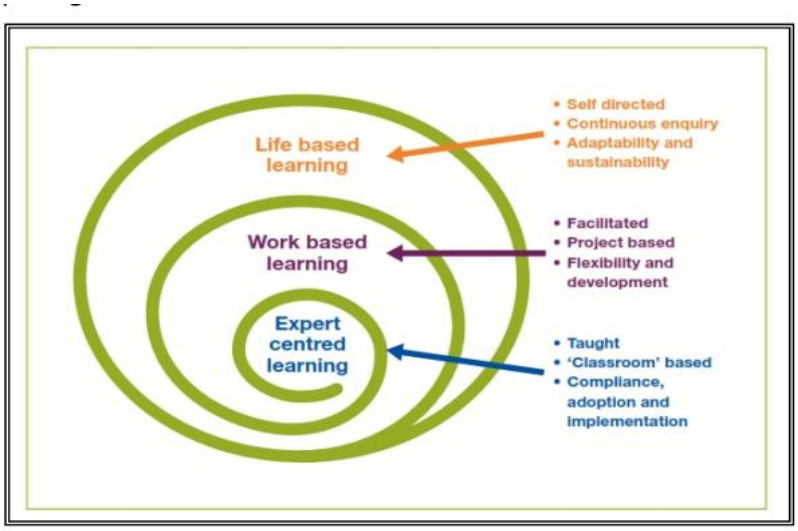


Figure 4. Life Based Leraning Coverage

5. Future Teacher

Future teachers must be the best sons and daughters of Indonesia who are specially educated by quality educational institutions considering that future challenges require superior, tough and responsible teachers. Teachers who not only have appropriate qualifications and competencies but also have an understanding of their own potential through intrapersonal and interpersonal mastery. Intrapersonal mastery will result in an understanding of one's potential and its development. Interpersonal skills will support successful communication as one of the main skills in the era of globalization (Murniati, 2022).

Future teachers apart from being facilitators, protectors, mentors and role models, or good figures,must also have digital skills to take advantageInternet of things (IoT), Virtual/Augmented Reality , Artificial Intelligence (AI) in the world of education as wellhave the abilityleadership, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, team working andproblem solving. Focus area expertise 21st century education currently known as 4C includes: Creativity, Critical Thinking, Communication dan Collaboration (Prayogi, 2019).

The front teacher must be able to be an instigator who always innovates to update or improve a learning system so that learning becomes better. Inspirational teachers can develop imaginative and practical thinking patterns for students and will leave a strong influence on their students, generate great spirit and energy for change, and make students' lives always move in a better and more advanced direction (Supriadi, 2017) .

Conclusion

The challenge of the world of education is adapting to the shift in future educational paradigms. Future education will not only focus on developing competencies but on efforts to increase 21st century capabilities and skills including critical thinking and creativity in solving problems, communication and collaboration skills, general knowledge and information and communication technology skills. Some also behave and moral values. Disruptive innovation has an impact on convenience education through the availability of digital technology, the learning process can be carried out with high flexibility. The Life Based Learning learning model is relevant to be applied in the future era of education in developing capabilities and skills in solf skills. Therefore, future teachers are needed to be the best sons and daughters who are specially educated by quality and highly competitive educational institutions. Apart from being a facilitator, protector, guide and role model, or a good figure, future teachers are also inspirational and have digital skills. Inspiring teachers who always have innovative innovations and can develop imaginative and practical thinking patterns for students and will leave a strong influence on their students, awakening the spirit and energy of great change, and making the students' lives always move in a better direction and proceed.

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