



Application of Digital Literature Analysis in Analyzing The Relationship Between Schools' Ability in Updating The Curriculum and Students' Readiness to Face Challenges in The Era of Digitalization

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Abstract

This research aims to determine the conditions of educational and pedagogical reform. The methodology used is qualitative. Researchers used a qualitative approach, including historical source analysis instruments, content analysis, participant and non-participant observation, and interviews. The research reveals each center's uniqueness and educational identity, examining its internal organization, approach, relationship with the environment, participation models, and other aspects. This shows that there is room for various educational strategies and models that can improve the quality of learning. Daily educational activities reveal elements of traditional pedagogical culture, including textbooks as the primary work material, minimal parental participation, and classes dominated by conventional pedagogical relationship methods. On the other hand, these schools exhibit extraordinary dynamism and unlimited pluralism in their pedagogical reforms. The various networks, teacher collectives, and other initiatives reflect this, striving to renew and reaffirm the approaches of the new school movement while also demonstrating the collective crystallization of the claims that form the foundation of the critical subject. Finally, national and international reports have shown the importance of carefully reflecting on the pedagogical conclusions drawn in education. These conclusions can provide valuable insight into the direction and efforts that should be made to improve the education system as a whole.

Keywords: Pedagogical, Qualitative, Education, Teacher.

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1. Introduction

Schools face significant challenges when facing the development of a diverse, complex, and heterogeneous society. The ever-changing socio-political and economic context demands new approaches to education, including a redefinition of schools' role in shaping the younger generation's character and abilities. To overcome these challenges, educational approaches must be responsive to the needs and realities of today's society [1]. We can implement inclusive education to foster a sense of unity and mutual respect among students. It is also essential to integrate current and local issues into the curriculum so that students can understand and overcome the challenges faced by their communities. Forming solid character must also be a primary focus, prioritizing project-based learning relevant to students' lives to develop practical and problem-solving skills. Additionally, involving various parties in the education process, such as parents, communities, and other related institutions, is very important [2]. By adopting a more holistic approach and being responsive to changing social realities, schools can become agents of positive change in shaping the character and abilities of young people to face complex societal challenges [3].

Transformations in cultural and socio-historical processes create new and complex educational challenges. Economic globalization, world culture, the disillusionment with democracy, and contradictions in a society that tends to hyperconsume are all part of everyday reality. Changes in values and the appearance of new vital coordinates, such as anxiety, disappointment, or suffering, are essential in shaping individuals and society today [4]. Contemporary society must consider new factors such as uncertainty, fear, and constant anxiety. This requires education to develop a more holistic and responsive approach to this evolving social reality. Schools need to be more than just a place of knowledge transfer but also a place where students can learn to cope with uncertainty, manage fear, and deal with anxiety wisely. By considering these new challenges, education can help shape individuals who are more robust, resilient, and better prepared to face the complexities of the modern

world. An inclusive approach, relevant curriculum, and strong character formation are the keys to responding to these challenges [5].

Social, political, cultural, and economic changes bring with them the consequence of a restructuring of reality, where interactions, representations, tensions, new conflicts, and processes of symbolic construction acquire new meanings. This reality necessitates a novel and diverse theoretical-practical approach. As said, we will begin to be wise if we realize that our era cannot be compared with other times [6]. This emphasizes the importance of not seeing our times as a continuation of the past or replicating our imagined future. Instead, we must recognize that our times are unique, with their challenges, dynamics, and complexities. In the educational context, this understanding leads to the need for an innovative, open, and responsive approach to societal changes. Schools should be places where students learn about the world as it exists and are equipped with the skills, understanding, and attitudes necessary to adapt and contribute to an ever-changing society. Thus, restructuring reality requires a new and plural approach to education to provide a solid foundation for the young generation to face and shape a future full of uncertainty and complexity [7].

In the context of the formation of social dynamics, the educational field becomes a container for complex realities, facing classical socio-pedagogical coordinates every day. Globalization, which narrows our time limits, directly influences the construction of different socio-educational processes. Therefore, a profound shift in educational dynamics is necessary, altering our understanding and handling of its fundamental categories [8]. The basic question that needs to be reviewed is: what is the proper function of education, and is this function achieved well? What goals has the education system set, and have its new challenges been recognized and appropriately addressed? Modern society has changed the landscape of all fields that make it up, including education. Therefore, if schools fail to adapt to the rapid changes in this world, we risk falling behind. To face this challenge, education must continue changing and adapting to ever-evolving social dynamics. This requires the development of responsive and innovative strategies, as well as the readiness to continue learning and developing. In this way, education can remain relevant and effective in preparing young people to face a future filled with complexity and rapid change [9].

The configuration and consolidation of educational systems have significantly progressed since the 20th century. As a result, schools and educational models today develop at different rates in different countries. However, in the second half of the 20th century, quantitative issues in education became a significant concern, primarily related to providing school places for all children [10]. Despite significant changes in educational policy, their consequences remain incompletely analyzed or evaluated. This has given rise to new qualitative problems, especially related to student needs and the complexity of today's society. Today, the primary challenge in education is to guarantee that the instruction effectively caters to students' genuine needs and can adjust to the intricacies of today's society. The political-pedagogical debate about adapting the school curriculum to the complex realities of the 21st century has become very important. To face this challenge, it is essential to expand, redefine, and discover theoretical-practical keys that can guide educational action in the school environment. This requires combining different theories and experiences to update pedagogical practices and ensure that education remains relevant and effective in the face of changing times [11].

The current school model is an institution and social organization with specific functions, goals, means, roles, and jobs [12]. They organize space, time, and their members and share rituals, symbols, and meanings. However, this model is not the only one that exists, nor are schools the only form of organization that bears the name. Over time, various pedagogical concerns and perspectives have resulted in alternative school models and experiences. This shows that views on education are not homogeneous, and there are always variations in the meaning and practice of education [13]. This initiative has shaped and become a breakthrough against conventional models. Although there is diversity between schools, they have the same plan. However, alternative models offer a different approach to education, providing room for experimentation and innovation in learning. This shows that schools can take various forms and have a variety of ways to achieve educational goals. Alternative models also show that education can be organized differently, emphasizing students' needs and uniqueness and allowing for more flexibility in the learning process. Thus, the development of alternative models can be a source of inspiration and learning for other schools to improve the quality of education [14].

Over the past several decades, the alternative school experience has become increasingly diverse, encompassing various educational approaches and models. These initiatives emerged in response to challenges and changes in society and education [14]. It is essential to identify, explore, and analyze these experiences to understand how they can contribute to future education. By understanding the ideology and pedagogical principles underlying alternative schools, education can continue to evolve and become more responsive to diverse social needs and realities [15]. These experiences can also be a source of inspiration and learning for conventional education, paving the way for more incredible innovation and change in the education system. In this way, education can continue to adapt and develop, making it more relevant and effective in preparing young people to face the complexities of an ever-changing world. This shows that education has great potential to become an agent of positive change in society as long as it continues to reflect, innovate, and adapt to changing times.

2. Research Methods

We conducted this research in the field of education, employing a theoretical perspective that critically reads the educational process. The study uses a qualitative methodology, emphasizing a robust theoretical framework and a descriptive approach to comprehend the core of the inquiry. From a methodological perspective, this research considers the intrinsic instrumental and technical pluralism associated with the educational field. We employed a qualitative approach, utilizing historical source analysis instruments, content analysis, participant and non-participant observation, and interviews. These instruments have four primary objectives: to analyze historical sources and understand the evolution of pedagogical reforms and past contexts. Content analysis to examine the official discourse in educational projects in various schools. Observation is used to understand the dynamics of daily education, particularly in the classroom. Interviews to obtain the views of pedagogical renovation experts and key figures promoting school development. This research design was planned, structured, and defined through the following seven stages: delimitation, justification, sample selection, and geographic and temporal frames. Data is collected in the initial preparation stage, and general and specific documents related to the experience are reviewed. An in-depth study of related literature and materials is needed to deepen understanding of this issue. Historical-documentary search and research of primary and secondary sources. Fieldwork: observations and interviews with educational managers from educational centers and critical figures in pedagogical reform. Analysis of the content of educational projects carried out in each educational center. Analytical triangulation and cross-referencing of collected data. Expository synthesis of conclusions and discussion. The next stage of this research will involve further development and justification of the selected instruments following the established research topic.

3. Results and Discussion

Despite this apparent influence of experience and educators, most respondents demonstrated an open, pragmatic, broad, and eclectic attitude. The interviews reveal that while teachers respect specific authors, they do not consistently mention them in their teaching practices during informal conversations. There is a tendency to take elements from various schools of pedagogical reform. This shows that effective educational practice often integrates various concepts and approaches according to specific needs and contexts. With this approach, teachers can enrich their teaching methods and be more responsive to students' individual needs. This approach also reflects the importance of ongoing professional development for educators, who continue to learn and develop their practice in line with the latest developments in education. By continually updating their knowledge and skills, teachers can remain relevant and effective in guiding students through the various challenges they face in learning. Additionally, this eclectic approach acknowledges the complexity of individual students and their unique needs, enabling us to tailor education to meet these needs. This way, education can become more inclusive and meaningful for all students.

Those who have developed detailed theories of alternative education have made particularly significant contributions. In this context, extensive interview transcription becomes particularly relevant. Additionally, other experiences influenced the alternatives for teaching, which were located far from the source schools in the sample. Although these influences may not be widely known to today's teachers, alternative authors are aware of them, demonstrating that diverse experiences and views have made valuable contributions to alternative educational thinking and practice. The interviews revealed the importance of a child-centered pedagogical approach where students are the primary focus. The center of the teaching and learning process is the student, not the teacher. This includes the development of teamwork, the encouragement of coexistence, democratic management, and central sharing, as well as encouraging the participation of the entire educational community. Education centers are also considered open and permeable educational communities in society. In addition, there is a set of characteristics that include teaching staff who are highly committed to the educational methodology project and active in promoting skills development and meaningful learning, as well as comprehensive training for students that includes a global vision in all aspects of student life. This is in line with the views expressed in previous research.

In the interviews, it was apparent that there was no consensus among respondents about the general pedagogical principles applied across all centers, except for differences based on public or private ownership. However, there are differences in pedagogical approaches, particularly about pedagogical postulates and ideologies. Generally, all centers demonstrate the practical application of similar educational principles and ideologies despite each center's unique and logical idiosyncrasies. This shows that, although there is diversity in the pedagogical principles applied, there are some similarities in their practical application across the different centers. Differences in pedagogical approaches may be due to each center's context, policies, and philosophies. Even so, similarities in the practical projection of educational principles show that there is common ground in efforts to achieve the same educational goals. Therefore, while pedagogical approaches and ideologies may differ, observing their implementation in daily educational practices is crucial to comprehend their influence on

students' learning experiences. This shows that practical educational approaches do not have to be homogeneous but can vary according to each educational center's specific needs and context.

Some public education centers expressed concerns about instability in school teaching caused by the costs of stabilizing teaching teams and the difficulty of maintaining consistent dynamics. They also stated that teaching staff can become burned out and experience crises. In addition, attention was also drawn to the lack of knowledge about pedagogical renovation projects in the centers, especially by new teachers joining. The problem of a lack of training for teaching staff, both new and existing, in terms of pedagogical reform is also a concern. Training is essential to motivate people to innovate, seek new knowledge, learn, ask questions, and develop an ethical and political commitment to education, especially society. On the administrative side, some centers experienced difficulties implementing new practices, a lack of political support for pedagogical reforms, and a lack of promotion for educational processes oriented towards the democratic transformation of schools. This shows that challenges must be overcome in maintaining teaching stability, improving the knowledge and training of teaching staff, and supporting pedagogical renewal and democratic transformation in schools.

Critics have criticized the excessive expansion of school models, mainly traditional and competitive ones, as detrimental to the creative function of teachers. Rare generational changes also raise concerns about the future, prompting them to rethink their current roles and spread their ideas. Despite this, there is still optimism because history shows that new responses and movements always emerge to democratize school institutions. Some believe that in the future, more groups of teachers, parents, and society will appear who care more about education. The lack of platforms and networks for schools to implement joint projects is also a concern, as it may limit the spread of pedagogical reform practices. Efforts are needed to disseminate these practices more widely to have a greater impact. In addition, there are general concerns about educational policy, particularly its implementation and the possibilities it offers for pedagogical reform in schools. It is crucial to continue fighting for educational reform, encouraging collaboration between schools, and expanding networks to support the development of innovative practices in education. In this way, schools can continue to transform to meet future challenges.

Upon conducting all observations, conducting interviews with the school's pedagogical managers, reviewing existing educational activity projects, and recognizing the unique characteristics of each center, it becomes evident that each educational project possesses its own uniqueness. Despite this, the daily life of education in these centers exhibits high coherence. Previous work on four aspects didactics, teaching role, student role, and school center demonstrates this coherence. The pedagogical discourse held by key pedagogical leaders and the formal discourse reflected in educational projects also play an important role in determining this coherence. Educational leaders adopt and express a guiding set of general pedagogical principles that govern the daily life of education in all centers, as reflected in their institutional educational projects, despite logical differences in degree and intensity. Although practical implementation is not always uniform across all centers, directors and heads of studies at these centers, as well as teaching staff, strive to promote a common pedagogical orientation. They strive to encourage participation and accountability, create a meaningful learning process, establish strong relationships between members of the educational community, apply an active approach to learning, and promote broad and comprehensive education for students. In addition, they also strive to create a friendly, democratic, and stimulating learning climate and carry out constant methodological reviews in teaching. They use a variety of strategies and materials to enhance the teaching and learning experience. These things are quite clearly visible in observations made in various centers, expressed openly by educational leaders, and reflected in the institutional educational projects they organize.

The results showed that secondary school teachers' lack of pedagogical preparation is a serious concern, with more than 42% of respondents reporting this deficiency. This indicates that initial and ongoing training for teachers tends to emphasize scientific aspects rather than pedagogical and didactic aspects. Although there is a high level of exchange of ideas between teachers, professional collaboration is still limited. Increasing this type of collaboration can improve teaching effectiveness. We need to improve the pedagogical training of teachers, both new and experienced, to overcome this problem. This training must cover various aspects of teaching and learning activities that are relevant to actual situations and needs. In addition, it is important to encourage the formation of learning communities among teachers, both inside and outside the school environment, as a forum for sharing experiences and best practices. Furthermore, we need to organize forums or activities that foster teacher collaboration in lesson planning, evaluation, and curriculum development. We should prioritize increasing teachers' access to resources that support the development of their pedagogical skills, such as reading materials, online training, or professional development programs. We hope that these steps will enhance teachers' pedagogical preparation and foster increased professional collaboration, thereby boosting teaching effectiveness. The early school dropout rate is an important indicator that measures the proportion of young people aged 20 to 27 who only have educational qualifications up to junior high school graduates and do not continue their education to achieve diploma, technical training, bachelor, or vocational levels. Despite progress in the last ten years, the problem of early school dropout is still a serious concern in many countries, including Indonesia,

which places it among the countries with the highest rates of adult populations who have only reached lower secondary education levels. School refusal is still the primary cause of almost half of early school dropouts. Therefore, it is important to pay attention to the democratic and active role of students in the teaching and learning process, as well as the division of responsibility in decision-making. It is considered an instrument to make school management more effective and create a participatory atmosphere that supports quality education. Studies also show that the greater the level of parental participation in school, the higher the level of school success. Thus, actively involving parents in their children's education can effectively reduce early school dropout rates. Joint efforts are needed from various parties, including the government, schools, parents, and society as a whole, to overcome the problem of early school dropout and create an inclusive and quality educational environment for all children.

Educational centers should be considered an integral part of society and involved in its social environment to achieve comprehensive educational goals for students. This means that associations and public bodies in every region must actively participate in educating children as developing citizens. Schools must become significant learning communities where the roles of parents, students, neighborhood groups, and other associations interact synergistically. It is important to remember that school performance improves when students interact more significantly with various social agents, especially their families. The quality of an education system depends on the quality of its teachers. The shift towards an education system focusing on the basic knowledge and competencies necessary for active and mature citizenship involves achieving quality in educational institutions. Therefore, it is essential to promote pedagogical training that is scientific, solid, non-uniform, investigative, broad, holistic, critical, reflective, and sensitive to social, cultural, and economic issues. In this way, schools can become effective and relevant learning centers for students, producing individuals ready to face the challenges of a complex and diverse society.

4. Conclusion

The research reveals each center's uniqueness and educational identity through its internal organization, approach, relationship with the environment, participation models, and other aspects. Nevertheless, all these centers, with varying degrees of intensity and differences in their practical application, apply different general educational principles and pedagogical aspects. Some of these principles include the concept of the school as a learning community, giving protagonists to children in the teaching and learning process, an active approach to learning, an emphasis on meaningful learning, democratic management, a broad level of participation, a comprehensive educational vision, coherence between academic projects and life in daily practice, as well as high enthusiasm and commitment to teaching. Experiences from several alternative schools show that teaching, learning, education, and the school concept can be interpreted and implemented in different and innovative ways. This indicates that there is room for various educational approaches and models that can improve the quality of learning.

Daily educational activities reveal elements that remain strong in traditional pedagogical culture, including using textbooks as the primary work material, minimal parental participation, and classes dominated by conventional pedagogical relationship methods. Over time, these elements have become unwritten methodological laws determined by habit, which can ultimately limit teachers' and educators' pedagogical imagination and daily practice. On the other hand, these schools exhibit extraordinary dynamism and unlimited pluralism in their pedagogical reforms. The various networks, teacher collectives, and other initiatives reflect this, striving to renew and reaffirm the new school movement's approaches while demonstrating the collective crystallization of the claims underpinning the construction of the critical subject. These initiatives see schools as academic contexts for teaching and learning and understand them as engines of transformation against social injustice and enablers of increased democracy. In short, these schools are active in methodology, integral in their goals, democratic in structure, and open in their relationship to their surroundings. Finally, national and international reports have demonstrated the importance of carefully reflecting on the pedagogical conclusions drawn in the field of education, which have had a significant impact. These conclusions can provide valuable insight into the direction and efforts that should be made to improve the education system as a whole.

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