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# Theoretical Perspectives on Educational Transformation Modeling

**Ethno-Sociological Approaches and Value Strengthening in Futuristic Learning**

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ABSTRACT

Education plays a crucial role in shaping societal values, particularly in the context of globalization and technological advancements. This study explores the transformation of education through an ethno-sociological approach, emphasizing integrating cultural values into futuristic learning. The research aims to develop a conceptual framework that strengthens local cultural values while adapting to modern educational trends. Using a literature review and conceptual analysis, this study examines key factors influencing education, including social, cultural, and economic aspects, as well as the role of technology in learning. The findings highlight that ethno-sociological education fosters inclusivity, cultural preservation, and social cohesion. The proposed model integrates value-based education with technological advancements, ensuring that learning remains holistic and culturally relevant. However, policy constraints, digital divides, and resistance to change must be addressed to ensure successful implementation. The study recommends a balanced integration of technology and traditional educational values, policy adjustments to support inclusive and value-based learning, and developing teacher training programs incorporating ethno-sociological perspectives. Future research should explore empirical applications of this model to assess its effectiveness in diverse educational settings.

**Keywords**
Educational
Transformation
Ethno-Sociology
Futuristic Education
Technology Integration
Value-based Learning

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## Introduction

In today's digital and globalized era, education faces numerous challenges in preparing younger generations for an increasingly complex future. The relevance of cultural and social approaches in the learning process is a crucial component that must be considered in future education. Recent research explores innovative approaches to educational transformation in the context of cultural values and future-oriented learning. Integrating national and religious values into futuristic education models is proposed to address the challenges of the digital era while preserving cultural roots [1]. Ethno pedagogy is highlighted as a means to maintain local wisdom through culture-based education [2]. A new learning model emphasizing cultural values and transformational education in the digital age is suggested, focusing on a tripartite approach of head, heart, and hands for online education [3].

To address these issues, ethno-sociological education, which integrates cultural and societal studies, holds significant potential. This education focuses on providing students with academic knowledge and instills enduring social and cultural values that will shape their lives [4],[5]. However, future-oriented education emphasizes skills that align with global transformations, such as technology-based competencies, critical thinking, and creative problem-solving abilities [6]. Integrating both approaches, ethno-sociological education and futuristic learning, can help create an inclusive, value-driven, and adaptable education system that responds effectively to rapid social and technological changes [7].

In response to the COVID-19 pandemic, a futuristic cloud-based educational model is proposed to ensure continuity of education during crises [8]. Furthermore, the Fourth Industrial Revolution (Industry 4.0) and Society 5.0 demand an educational transformation incorporating artificial intelligence, big data, and digital literacy while ensuring students remain connected to their cultural roots [9]. Without a balance between technological advancements and cultural identity, education risks producing a generation that excels in digital skills but lacks a strong sense of ethical and social responsibility [10].

Therefore, the transformation of education that merges ethno-sociology and futuristic learning is essential to shaping individuals who are not only equipped to face global challenges but also capable of understanding and preserving local values, traditions, and societal ethics

[11]. This study aims to explore a theoretical model for transforming education by integrating ethno-sociology and futuristic learning. It contributes to the academic discourse by offering insights into how this approach can enhance educational inclusivity, value-based learning, and adaptability in a rapidly evolving world. The findings are expected to provide a framework for policymakers, educators, and researchers in designing educational strategies that bridge cultural heritage with future competencies, ensuring a well-rounded and globally competitive generation [12].

## Theoretical Framework

### A. The Concept of Ethno-Sociology in Education

Ethno-sociological education is an approach that integrates the study of ethnosociology with learning processes. Ethnosociology examines the relationship between society and culture and the impact of social structures on individuals and groups [13]. Ethnosociology aims to deliver academic knowledge and enhance students' social and cultural awareness in education. By introducing local and traditional cultural values, this educational model strengthens cultural identity amid globalization [14].

The scope of ethnosociological education includes culture, social values, and societal structures. This approach emphasizes the importance of understanding social diversity and the impact of cultural change. Its core principles include respecting cultural diversity, encouraging active participation, and fostering critical thinking about social structures. Additionally, it focuses on developing social skills such as empathy, tolerance, and cooperation, which are highly relevant in multicultural societies [4].

The methods used in ethnosociological education are contextual, prioritizing students' real-life experiences with their own culture and understanding other cultures. Practical activities, discussions, and field studies directly allow students to experience cultural dynamics in everyday life. In the context of future education, ethnosociology can serve as a foundation for building societies that not only master technology but also possess strong social and cultural intelligence [12].

### B. Educational Transformation Model: Approaches, Principles, and Applications

Future-oriented education prepares students for rapidly changing technological and global landscapes. In a world connected through the internet and artificial intelligence, education must teach fundamental knowledge and 21st-century skills such as problem-solving, collaboration, and digital literacy [6]. The key focus of futuristic education is ensuring readiness for a technologically advanced and socially challenging world [15],[16].

Flexibility and adaptability are central elements of futuristic education. This includes integrating technology in learning, such as e-learning and virtual reality (VR), to create

interactive and relevant learning experiences. Educational technology (edtech) is vital in supporting personalized, data-driven learning [7].

However, futuristic education is not solely about technology. It also encompasses emotional intelligence, social values, and cross-cultural understanding, essential for students to navigate social challenges such as inequality, climate change, and social crises. This education model encourages students to think critically and make ethical decisions regarding the future [11].

Futuristic education promotes student-centered learning, allowing learners to progress at their own pace and explore subjects according to their interests. This model utilizes various technological platforms, enabling online, hybrid, or blended learning. Such an approach expands educational access and provides opportunities for lifelong learning [5].

The rapid advancement of technology is also transforming how knowledge is acquired. Futuristic education adapts by leveraging artificial intelligence (AI) for instant feedback and big data analytics to effectively track students' learning progress. Thus, futuristic education does not merely use technology as a tool but incorporates it as an integral element of the learning process [9].

### C. Strengthening Values in Culturally and Technologically-Based Learning

Values in education play a crucial role in shaping students' character and attitudes. These values are not merely moral principles but also reflect the worldview and norms upheld by society. In education, these values include ethics, social responsibility, diversity, and justice [10]. Value-based education teaches students not only to focus on academic achievements but also to appreciate differences and take responsibility for the social impact of their actions [17]. These values are developed through social experiences both inside and outside the classroom. For instance, cooperation, honesty, and mutual respect can be learned through interactions with peers, teachers, and the community. Moreover, curricula can instill values of diversity and human rights and the importance of participating in social and political life [14]. Reinforcing educational values is increasingly relevant in globalization and rapid technological advancement. To cope with social change and moral challenges, education must provide a strong foundation so students can adapt effectively. Strengthening social and cultural values ensures that education does not merely impart knowledge but also fosters social sensitivity necessary for navigating an ever-changing world [12]. In the digital age, strengthening values must also consider the impact of technology on young people's behavior. For example, social media influences self-perception and social relationships. Therefore, education that integrates social and cultural values must teach students how to use technology wisely and develop critical attitudes toward the information they consume [6].

### D. The Role of Ethno-Sociological Education in Building Cultural Identity

Ethno-sociological education is crucial in constructing and reinforcing cultural identity, especially amid strong influences from globalization. As local cultures are often marginalized by modernity, ethnosociological education functions to preserve and introduce cultural values to younger generations. By adopting a knowledge-based local approach, this education model enhances students' understanding of their history, traditions, and social norms that shape their identity [14]. One way ethnosociological education contributes is by connecting curriculum materials with students' social and cultural contexts. For instance, through case studies of local customs or traditions, students can understand and appreciate their culture while fostering intercultural dialogue. The ability to comprehend other cultures is essential in promoting social harmony [7]. Additionally, ethnosociological education raises critical awareness of social change. Students are taught to preserve culture and recognize diversity as a strength that enriches collective life. Thus, this education model encourages social transformation towards a more inclusive and sustainable society [12].

## Materials and Methods

### A. Research Design

This study adopts a qualitative research approach that combines a systematic literature review (SLR) and a conceptual approach. The literature review is conducted to explore existing theories, models, and research findings related to ethno-sociology in education, futuristic learning models, and value-based education. This method allows the study to identify patterns, gaps, and trends in the current discourse. The conceptual approach is also employed to synthesize various theoretical perspectives and develop a new educational transformation model that integrates cultural, social, and technological dimensions. This combination ensures a comprehensive and structured analysis of educational transformation through the lens of ethno-sociology, digital advancements, and value reinforcement.

### B. Sources of Data and Analysis

The data for this study were gathered from peer-reviewed journal articles, books, conference proceedings, and policy reports that discuss ethno-sociology, educational transformation, cultural values in education, and technological integration in learning. The sources are selected from academic databases such as Google Scholar, Scopus, Web of Science, and institutional repositories to ensure credibility and relevance. The selection criteria include recency (publications within the last decade), academic rigor, and thematic relevance to the research focus.

For data analysis, a thematic analysis approach is used to categorize key findings into major themes, including ethno-sociology in education, transformative learning models, cultural value

reinforcement, and technology-enhanced pedagogy. The literature is systematically reviewed, compared, and synthesized to build a conceptual framework that illustrates how education can be transformed through a culturally and technologically responsive model. This process ensures that the findings provide a holistic and evidence-based foundation for understanding the interplay between culture, technology, and values in shaping future education systems.

## Results

Table 1 presents studies on educational transformation through cultural, ethnopedagogical, and character-based approaches. The works, published between 2018 and 2024, explore themes such as the integration of local wisdom, Pancasila and Islamic values, and the adaptation of education in the digital and Society 5.0 era. Sources range from international journals to regional academic publications, highlighting a multicultural and future-oriented perspective in education research.

**Table 1.** Identity of Selected Paper based on Author, Title, Year, and Source

| Code | Authors | Title | Year | Source |
|---|---|---|---|---|
| P1 | Anik Widiastuti et al. [8] | Integration of Pancasila and Islamic values in Indonesia's futuristic education transformation: Multicultural analysis | 2024 | Journal of Social Studies (JSS) |
| P2 | Ni Nengah et al. [19] | Education Based on Ethnopedagogy in Maintaining and Conserving the Local Wisdom: A Literature Study | 2018 | Jurnal Ilmiah Peuradeun |
| P3 | M. Ekpenyong [20] | Reinventing New Learning Model through Cultural Values and Transformational Education in a Digital Age | 2021 | Texila International Journal of Academic Research |
| P4 | Shahnawaz Khan et al. [21] | Corona Virus Pandemic Paving the Way to the Next Generation of Learning and Teaching: Futuristic Cloud-Based Educational Model | 2020 | Social Science Research Network |
| P4 | Sholeh Hidayat et al. [22] | Ethno Pedagogy Approach in Preparing Science Learning in The Society 5.0 Era | 2023 | Jurnal Penelitian Pendidikan IPA |
| P6 | Erni Ratna Dewia et al. [23] | Transformation Model for Character Education of Students | 2020 | Cypriot Journal of Educational Sciences |
| P7 | Helda Kusuma Wardani et al. [24] | Using Ethno-Pedagogy to Prepare Students for Civic Education in the Society 5.0 Era | 2024 | KnE Social Sciences |

Table 2 summarizes selected studies examining educational transformation through cultural integration, digital innovation, and character development. Although most studies do not explicitly state their theoretical frameworks, they explore approaches such as ethnopedagogy, values-based education, and technology-enhanced learning. Key discussions highlight the importance of integrating cultural and national values (e.g., Pancasila and Islamic principles), promoting digital literacy, and adopting learner-centered and project-based models to address future educational challenges in both global and local contexts.

**Table 2.** Identity of Selected Paper based on Abstract, Framework, and Discussion

| Code | Abstract Summary | Theoretical Framework | Summary of Discussion |
|---|---|---|---|
| P1 | The paper examines integrating Pancasila and Islamic values into Indonesia's futuristic education transformation to prepare students for the digital era while maintaining national unity. | Not mentioned (the abstract does not explicitly mention any specific theoretical framework used in this research) | The research proposes an integrated education model that combines Pancasila and Islamic values to develop the soft skills needed for Indonesia's future generations to succeed in the digital era. |
| P2 | Ethnopedagogy plays a role in values-based, culture-based education to maintain local wisdom in the face of societal transformation. | Not mentioned (the abstract does not explicitly state a theoretical framework that was used in this study) | Education needs to adapt to societal changes and globalization by using new teaching paradigms, strategies, and models focusing on life skills and learner-centered approaches. |
| P3 | Reinventing a new learning model through cultural values and transformational education in the digital age can address Nigeria's educational crisis. | Not mentioned (the abstract does not explicitly state any specific theoretical frameworks used in the paper) | The paper concludes that a new educational model focused on cultural values, digital transformation, and project-based learning can help address the educational crisis in Nigeria and lead to positive societal change. |
| P4 | The paper proposes a futuristic cloud-based educational model that can adapt to crises like the COVID-19 pandemic. | Not mentioned (the abstract does not explicitly state any theoretical frameworks used in the study) | The study proposes a futuristic cloud-based educational model unaffected by crises such as pandemics, wars, and declining enrollment. |
| P4 | Ethno-pedagogy, a culture-based educational approach, can be applied to prepare education using technology for the Society 5.0 era. | The theoretical framework used in this paper is Ethno-pedagogy, which is defined as a culture-based educational approach that pays attention to culture as an essential factor in the teaching-learning process. | The paper concludes that by applying an ethnopedagogical approach in education for the Society 5.0 era, education can be realized that not only enriches knowledge but also strengthens local cultural values in society. |
| P6 | The paper proposes a transformation model for students' character education to develop digital literacy skills and prepare them for the 21st century. | Not mentioned (the paper does not explicitly state a theoretical framework, but it does draw on several relevant theories and concepts related to teaching and learning, including Du Boulay's framework for teaching programming, Dreyfus and Dreyfus' model of skill acquisition, and constructivist learning theory). | The transformation of student character education involves the role of teachers in applying digital literacy habits in the classroom, which requires teachers to have certain qualities like vision, responsibility, social sensitivity, logical ability, and honesty. However, the 4-stage method requires significant effort from the instructor, which may have led to less focus on using diverse instructional materials, resulting in a lower student satisfaction rate. To ease the burden on instructors, it is recommended to involve teaching assistants in implementing stages 3 and 4 of the method. |
| P7 | The paper examines the innovative and cultural transformations of the educational environment through digitalization and the barriers that hinder the implementation of digital tools in traditional learning. | Not mentioned (the paper does not explicitly state any theoretical frameworks used in the research). | The paper discusses the need for innovative and cultural transformations of the educational environment through the principles of digitalization and overcoming barriers of traditional learning to create an efficient digital educational environment for the future. |

Table 3 summarizes the main findings and limitations from selected studies on educational transformation, particularly focusing on cultural integration, digital innovation, and pedagogical reform. The studies highlight critical insights such as the integration of Pancasila and Islamic values into future education models (P1), the role of ethnopedagogy and local wisdom in fostering culturally grounded education (P2, P4), and the need for project-based and character-focused learning approaches (P3, P6). Other findings address the importance of digital adaptation in response to global crises like COVID-19 (P4, P7). While some studies identify implementation challenges and methodological limitations, others do not explicitly mention any constraints, suggesting the need for further empirical evaluation and long-term assessments.

**Table 3.** Identity of Selected Paper Based on Findings and Limitations

| Code | Main Findings | Limitations |
|---|---|---|
| P1 | • The study found that the values of Pancasila and Islamic teachings can be harmoniously integrated into a futuristic education model for Indonesia.<br>• Developing soft skills based on the integrated Pancasila and Islamic values is crucial for preparing future generations in Indonesia.<br>• The integration model can be implemented through an integrated curriculum, innovative teaching methods, and the formation of cross-cultural communities. | • Potential challenges in implementing the proposed integration of Pancasila and Islamic values in futuristic education.<br>• Lack of empirical evidence, as the research focuses on developing a model rather than evaluating an existing implementation.<br>• Limitations of the qualitative and literature-based research approach. |
| P2 | • Ethnopedagogy is key in incorporating cultural values into teaching and learning.<br>• Local wisdom values can produce innovation in culture-based education, impacting learners' cognitive, affective, and conative domains.<br>• In the face of globalization, teachers must adopt new paradigms, strategies, and learner-centered models that incorporate life skills and draw on community resources and societal factors. | Not mentioned (the abstract does not mention any limitations or weaknesses of the study). |
| P3 | • The paper proposes a new learning model that focuses on developing the "Head, Heart, and Hands" of students through redesigned curricula and courses, using a qualitative approach.<br>• The paper concludes that a "digitalized formula" that integrates the head, hands, and heart can lead to positive changes through education.<br>• The paper recommends project-based learning focused on real-life applications and education in human values, as this can transform society by making education more effective and affordable. | • The current education system in Nigeria has limitations in terms of inclusivity and transforming human values.<br>• The current curriculum and courses have limitations in terms of developing the "head, heart, and hands" of students.<br>• The current education system has limitations in achieving positive change and transforming society. |
| P4 | • The COVID-19 pandemic has had significant negative global impacts.<br>• The pandemic has also had some positive impacts, such as uniting people and economies, and the world economy is expected to recover and become stronger.<br>• The COVID-19 pandemic allows educational institutions to develop a new, future-oriented learning and teaching model. | Not mentioned (the abstract does not explicitly mention any study limitations). |

| Code | Main Findings | Limitations |
|---|---|---|
| P4 | • The paper's primary purpose is to explore the ethnopedagogy approach and how it can be applied to prepare education for the Society 5.0 era.<br>• Overcoming education challenges in the Society 5.0 era will require a collaborative effort from various stakeholders, including the government, private organizations, and society.<br>• Applying an ethnopedagogical approach in education for the Society 5.0 era can help strengthen students' understanding and appreciation of local cultural values, which are essential for developing a national identity. | Not mentioned (the paper does not mention any limitations or weaknesses of the study). |
| P6 | • The transformation of student character education is necessary to prepare students for the 21st century and the Industry 4.0 revolution, which requires digital literacy skills.<br>• This transformation is driven by the role of teachers in the learning process, who must exhibit certain qualities like vision, responsibility, social sensitivity, logical ability, and honesty.<br>• The study analyzed student success rates and learning outcomes to validate the findings. | • The 4-stage method was only applied for one semester, and a longer-term evaluation is needed to assess its effectiveness.<br>• The study did not include feedback from instructors who used the 4-stage method, which could provide valuable insights for improving the technique.<br>• The study relied primarily on student surveys to evaluate the effectiveness of the 4-stage method, and more rigorous outcome measures could be used to strengthen the validity of the findings. |
| P7 | - Both teachers and learners view digitalization as an essential and beneficial transformation for the educational environment that will continue in the future. - Teachers use a variety of digital modes in the educational environment, with the majority preferring a simplified in-class mode with periodic ICT use. At the same time, many still work in a traditional non-digital mode. - The key barriers to implementing digital technologies in the educational environment include poor digital infrastructure, difficulty using tools for younger students, time-consuming tasks, and low digital literacy among teachers and learners. | Not mentioned (the paper does not explicitly state any study limitations). |

Based on the selected papers, word counting can be generated to provide an overview of the issues related to this study. Fig. 1 presents the results of the keyword analysis from the selected papers. Based on the prominent keywords in the word cloud, three main themes emerge:

- Digital and Futuristic Transformation in Education. Keywords such as *digital, technology, model, cloud-based,* and *Society 5.0* emphasize the importance of technological innovation and the future of learning, which integrates online platforms and artificial intelligence. This theme highlights the necessity for education to adapt to technological advancements, addressing global challenges such as pandemics, the digital divide, and the evolving skill demands of the 21st century.

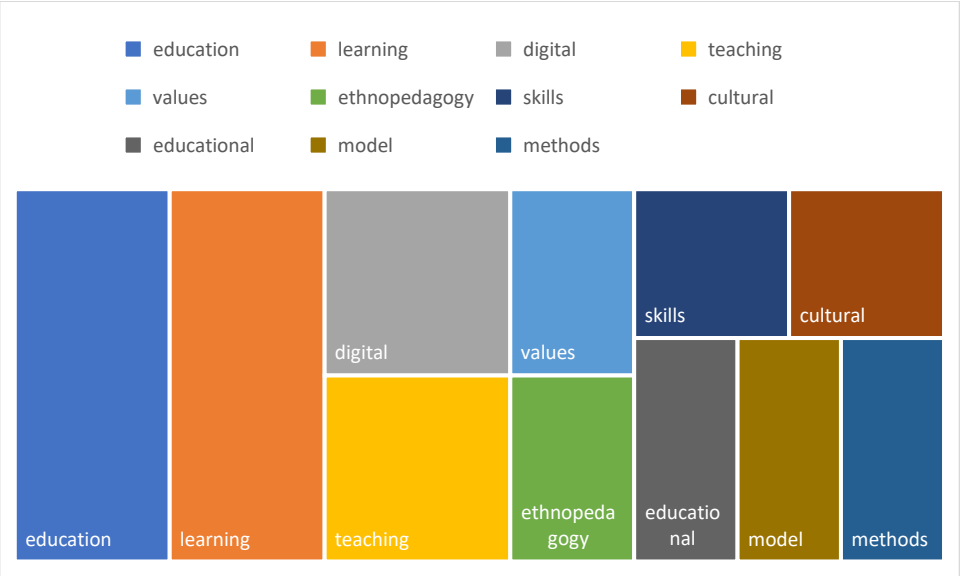



**Fig. 1.** The main word issues based on the selected papers

- Cultural Values and Value-Based Approaches. Terms like *values, ethnopedagogy, Pancasila, Islamic, local wisdom,* and *culture* illustrate the significance of embedding social and cultural values into the learning process. Focusing on values and local wisdom aims to preserve cultural identity amid globalization while fostering students' social, moral, and cultural awareness.
- Innovative and Student-Centered Learning. Keywords including *learning, teaching, paradigms, methods, life skills,* and *learner-centered* reflect the need for more interactive, relevant, and holistic learning experiences tailored to students' competencies. This involves implementing educational models such as *project-based learning, problem-based learning,* and other reflective approaches that combine technology with local values to create an inclusive and adaptive education system.

These three key themes collectively support the Holistic and Adaptive Education System, ensuring that educational transformation is not only technologically advanced but also culturally rich and student-focused. Integrating digital innovation, cultural values, and student-centered learning provides a balanced approach that prepares students to be ethical, socially responsible, and competent in an ever-evolving global environment.

### A. Digital and Futuristic Transformation in Education

A key result of this study is the development of a transformative learning model that integrates ethno-sociology, technology, and futuristic educational paradigms. This model creates a more holistic learning experience that aligns with global advancements while preserving local values.

The first principal component of this model is contextual learning, where educational experiences are tailored to students' cultural and social backgrounds. This approach enhances

inclusivity and accessibility, ensuring students engage with learning materials relevant to their experiences. The second aspect, digital innovation, highlights the integration of cutting-edge technologies such as virtual reality (VR), augmented reality (AR), and artificial intelligence (AI). These tools provide immersive experiences, allowing students to explore historical and contemporary cultural contexts interactively.

Furthermore, the model incorporates collaborative and experiential learning, utilizing interactive case studies, field studies, and digital storytelling to bridge the gap between theoretical knowledge and real-world applications. This hands-on approach enables students to engage with content actively, fostering a deeper connection with the subject matter. Critical thinking and social reflection also play a crucial role in this framework. Students are encouraged to critically analyze cultural shifts, societal transformations, and global influences, allowing them to develop a more comprehensive understanding of sociocultural complexities.

By integrating technology with cultural perspectives, this transformative learning model ensures that education remains adaptive to global advancements while reinforcing local values. As a result, students are equipped with digital literacy skills and develop a strong sense of social and cultural awareness, preparing them for the challenges of an increasingly interconnected world.

**B. Cultural Values and Value-Based Approaches**

The findings indicate that integrating ethno-sociology in education provides a strong cultural foundation for learners, fostering social awareness, identity reinforcement, and intercultural competence [18],[19]. By incorporating local traditions, societal structures, and historical narratives into the curriculum, students gain a deeper understanding of social dynamics while promoting cultural preservation [25].

Educational institutions that adopt ethno-sociological approaches report increased student engagement, as learning experiences become more relatable and meaningful [26]. Integrating traditional wisdom with modern educational practices enables students to develop a balanced global and local perspective, preparing them to navigate cultural diversity while maintaining a strong sense of identity [7]. This culturally responsive curriculum encourages students to appreciate their heritage while fostering an inclusive mindset that respects multiple cultural perspectives [11].

By embedding ethno-sociology and cultural values into education, institutions can ensure that learning is about acquiring knowledge and shaping character, strengthening cultural identity, and enhancing social cohesion. This approach bridges the gap between traditional and modern education, making it more adaptable, inclusive, and relevant in an increasingly globalized world [12].

### C. Innovative and Student-Centered Learning

The research highlights that futuristic learning should focus on digital competency and prioritize value reinforcement to ensure ethical and responsible technology use [6],[7]. A student-centered approach integrates technological skills and ethical awareness, allowing students to engage critically and responsibly in the digital world [11].

One essential component of this framework is character education, which embeds values such as integrity, empathy, and social responsibility into digital and cultural learning experiences [4]. Ethical digital citizenship is also critical to student-centered learning, teaching students to use technology responsibly while emphasizing essential media literacy, digital ethics, and respectful communication in online spaces [10].

Furthermore, interdisciplinary and holistic learning connects science, humanities, and cultural studies, ensuring a balanced and ethically aware education system [12]. By integrating these elements, students are equipped with technical skills and the ability to navigate complex social, cultural, and technological landscapes responsibly [25].

The findings confirm that strengthening social and ethical values in futuristic learning prepares students for technological advancements and meaningful social participation. A value-driven educational framework ensures that students develop into responsible, moral, and socially conscious individuals, capable of making informed decisions in an increasingly interconnected and technology-driven world [25].

### D. Implications for Future Educational Policies and Practices

Based on these findings, the study suggests that policymakers and educators should take a comprehensive approach to integrating ethno-sociology and technology-enhanced learning within the curriculum. By merging cultural perspectives with digital advancements, education can become more inclusive, adaptive, and socially relevant [18],[25]. Additionally, teacher training programs should be implemented to equip educators with cultural competency and digital literacy skills, ensuring they can effectively bridge traditional knowledge with modern learning technologies [26].

Furthermore, the study highlights the importance of community-based learning, where students engage directly with local traditions and social dynamics. This approach enhances cultural appreciation and fosters a sense of identity and belonging, preparing students to navigate regional and global challenges [11],[19]. Lastly, the study emphasizes the need to promote digital ethics education as a core component of futuristic learning, ensuring that students develop responsible technology usage habits and are equipped to prevent digital misuse [6],[10]. By implementing these strategies, policymakers and educators can create a balanced educational framework that integrates technological innovation with cultural and

ethical values, shaping future generations who are both digitally proficient and socially responsible [12].

The results demonstrate that an educational transformation model that integrates ethno-sociology, cultural values, and technology fosters a holistic, inclusive, and future-ready education system.

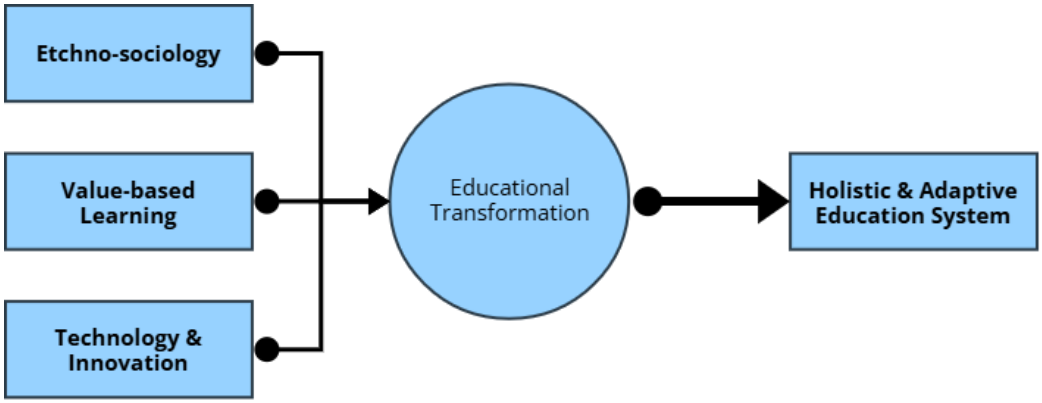



**Fig. 2.** Predictive model of Educational Transformation in Ethno-Sociology and Strengthening Values in Futuristic Learning

## Discussion

### A. The Relevance of Ethno-Sociology in Modern Education

Ethno-sociology is crucial in modern education by integrating local cultural values into learning processes. Including indigenous knowledge systems enhances students' understanding of their cultural heritage while promoting global awareness [25]. By embedding socio-cultural contexts into curricula, education becomes more inclusive and reflective of societal diversity, fostering a sense of identity and belonging among students [26]. This approach ensures that education is both knowledge-driven and value-oriented, promoting intercultural understanding and respect [27].

### B. Model for Implementing Value-Based Educational Transformation

A model for transforming education through value-based learning should incorporate social, cultural, and ethical dimensions. The inclusion of project-based learning (PBL) and problem-based learning (PBL) strategies allows students to engage with real-world problems, fostering critical thinking and ethical reasoning [28]. Moreover, integrating local wisdom into lesson plans ensures students develop a deep appreciation for their cultural heritage while acquiring necessary skills for future careers [29]. Institutions should also encourage collaborative learning environments where students interact with diverse perspectives, thus reinforcing social cohesion and global citizenship [30].

### C. Integration of Technology in Futuristic Learning

Technology shapes future education by making learning more interactive and accessible. The implementation of artificial intelligence (AI), virtual reality (VR), and digital learning platforms personalizes educational experiences, catering to students' learning needs [27]. However, technology-driven education should balance digital tools and ethical-social values to ensure holistic development [25]. Using big data analytics to monitor students' progress enhances personalized learning, but policymakers must ensure equitable access to technological resources to prevent the digital divide [30].

### D. Impact on Educational Systems and Policies

The transformation of education through ethno-sociology and technology integration has significant implications for educational systems and policies. Governments and educational institutions must develop policies emphasizing cultural sustainability and technological advancements [26]. Curriculum reforms should promote inclusivity, ethical responsibility, and social engagement, ensuring students are well-equipped for local and global challenges [28]. Additionally, teacher training programs should incorporate pedagogical strategies that balance traditional wisdom with modern educational demands, preparing educators to implement these transformative models [29] effectively.

### E. Challenges in Implementing Ethno-Sociology-Based Education Models

Despite its advantages, the implementation of ethno-sociology in education faces several challenges. One major obstacle is resistance from stakeholders who prioritize standardized curricula over localized learning approaches [25]. Additionally, financial constraints in developing regions hinder the adoption of technology-enhanced education, exacerbating educational inequalities [30]. Another challenge is the lack of teacher readiness to incorporate value-based and culturally responsive teaching strategies, which requires extensive professional development programs [27]. Policymakers must address these challenges by fostering institutional support, investing in educational infrastructure, and incentivizing educators to adopt innovative teaching methods.

### F. Strategies for Strengthening Values in Future Learning

A comprehensive strategy that includes curriculum development, teacher training, and community involvement is necessary to reinforce values in futuristic education. Integrating multicultural education frameworks into curricula fosters students' understanding of diverse perspectives and promotes ethical decision-making [28]. Additionally, experiential learning methods such as service-learning and participatory research strengthen students' connection with their communities while enhancing their social and cultural awareness [29]. Lastly, leveraging technology for value-based education, such as AI-driven ethical simulations and VR

experiences in cultural learning, can provide students with immersive learning experiences that cultivate moral and ethical reasoning [25].

## Conclusion

This study highlights the significance of ethno-sociological perspectives in modern education and the importance of integrating cultural values into futuristic learning. The proposed model of educational transformation emphasizes value-based learning, addressing the influences of social, cultural, and economic factors. Integrating technology into education offers vast opportunities for accessibility and personalization, yet it also challenges maintaining cultural identity and ethical considerations. The findings suggest that a well-balanced approach incorporating technological advancements and local values is essential for developing a holistic and inclusive education system.

Future research should explore the long-term impact of value-based education models on students' cognitive, social, and emotional development. Studies could also examine how different cultural contexts influence the effectiveness of ethno-sociological approaches in education. Additionally, further investigation into the role of artificial intelligence and virtual reality in preserving and teaching cultural heritage could provide valuable insights into the evolution of futuristic learning environments. By adopting a multidimensional approach that balances technological innovation with cultural preservation, education can better prepare students for the complexities of a rapidly changing world while fostering a deep appreciation for diversity and ethical responsibility.

## Conflict of Interest

The authors declare that there is no conflict of interest.

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