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Strengthening Pedagogical Foundations in the Era of Digital Transformation

Wiwin Purwinarti[a,1*], Yanyan Dwiyanti[a,2], Imam Aris Munandar[a,3], Sholeh Hidayat[a,4].

[a] Universitas Sultan Ageng Tirtayasa.

[1]wiwinpurwinarti@untirta.ac.id *, yanyan.untirta@untirta.ac.id[2] , 7782240007@untirta.ac.id[3] , sholeh.hidayat@untirta.ac.id[4]

* corresponding author

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Abstract

The rapid advancement of information technology in the era of digital transformation presents new challenges for the education sector, particularly in strengthening pedagogical foundations. This study aims to explore strategies for enhancing teachers' pedagogical competencies in response to educational demands in the digital age. A qualitative approach was employed, with data collected through observations, interviews, and document analysis involving teachers who have participated in competency enhancement programs. The findings indicate that strengthening teachers' pedagogical competencies focuses not only on the use of technology in learning but also on developing students' critical and creative thinking skills. Teachers play the role of facilitators who encourage active student participation and create collaborative learning environments through the utilization of digital learning resources. Furthermore, the study found that integrating technology into the curriculum and instruction can enhance student motivation and engagement, making learning more interactive and relevant to contemporary needs. The implications of this research highlight the importance for teachers to continuously develop their pedagogical competencies to adapt to ongoing changes and meet the expectations of 21st-century education.

INTRODUCTION

Education in the era of digital transformation faces extraordinary challenges and opportunities. Technological advancements have changed the way humans learn, work, and interact. In the context of education, digital transformation involves not only the use of technology as a tool but also fundamental changes in pedagogical approaches. Teachers, as the main actors

in the learning process, are required to have a strong pedagogical foundation to effectively and relevantly utilize technology. Strengthening this pedagogical foundation is essential to ensure that education remains relevant to contemporary needs and equips students with 21st-century skills.

One relevant theory for strengthening pedagogical foundations in the digital era is constructivism. This theory emphasizes that students build their own knowledge through experiences and interactions with their environment. Digital technology provides significant opportunities for students to explore concepts independently through various interactive learning platforms. For example, the use of simulations or augmented reality-based applications can help students understand complex materials in a more engaging and profound way. Additionally, collaborative learning theory is highly relevant in the context of digital transformation. Technology enables students to collaborate virtually using tools such as Google Workspace or other online learning platforms. This collaboration not only enhances students' social skills but also helps them develop critical thinking and problem-solving abilities. Teachers can design project-based activities that involve group collaboration to create meaningful learning experiences.

Howard Gardner's theory of multiple intelligences also provides an important foundation for strengthening pedagogical approaches in the digital era. Technology allows teachers to accommodate various student learning styles, such as visual, auditory, and kinesthetic. For instance, educational videos can be used for students with visual-spatial intelligence, while podcasts or audio recordings are suitable for auditory learners. Thus, technology can help create more inclusive and personalized learning experiences. Digital transformation in education also requires a paradigm shift in teaching and learning methods. According to the theory of digital transformation in education, technology is not just a tool but a catalyst for change in curriculum design and learning strategies. Teachers need to understand how technology can be used to create learning experiences relevant to future workforce needs. This includes integrating digital literacy into the curriculum and developing critical and creative thinking skills. The TPACK (Technological Pedagogical Content Knowledge) model serves as a critical framework for teachers in the digital transformation era. This model emphasizes the importance of integrating content knowledge, pedagogy, and technology in the learning process. Teachers must not only master subject matter but also understand how to use technology effectively to deliver it to students. By leveraging TPACK, teachers can design more innovative learning experiences that meet contemporary needs.

However, strengthening pedagogical foundations in the era of digital transformation should not only focus on technical aspects but also on ethical values and character development. Technology should be used as a tool to build students' character, such as responsibility, empathy, and integrity. Teachers must ensure that technology use not only improves learning outcomes but also positively shapes students' personalities. This aligns with national educational goals emphasizing character development alongside academic achievements. In facing this digital transformation era, professional training and development for teachers are crucial. Teachers must continuously learn to keep up with the latest technological developments and understand how best to integrate them into teaching. Governments and educational institutions need to provide comprehensive training programs to support teachers in addressing these challenges.

Thus, strengthening pedagogical foundations in the era of digital transformation is a strategic step to ensure that education remains relevant and adaptive to changing times. Through the application of relevant educational theories and support from various stakeholders, the education system can prepare young generations confidently and competently for future

challenges. Digital transformation is not a threat but a significant opportunity to create more inclusive, innovative, and meaningful education for all parties involved.

LITERATURE REVIEW

The theoretical study on strengthening pedagogical foundations in the era of digital transformation focuses on fundamental changes in education driven by the integration of technology. Digital transformation has altered the way learning is conducted, shifting from conventional methods to more interactive, collaborative, and technology-based approaches. Below are relevant theoretical discussions related to this topic:

Digital Transformation in Education

Digital transformation in education encompasses the use of information and communication technology (ICT) to create a more interactive and flexible learning environment. Technology enables learning to occur anytime and anywhere, supporting the concept of lifelong learning (Albina et al., 2022). Additionally, technologies such as online learning, blended learning, and flipped classrooms have become crucial catalysts in transforming traditional learning patterns to better align with 21st-century needs (Fauziah et al., 2018).

Constructivist Learning Theory

Constructivism is a relevant approach for strengthening pedagogical foundations in the digital transformation era. This theory emphasizes that learning is an active process where students build their own knowledge through experiences and interactions with their environment. In this context, teachers act as facilitators who help students explore, discover, and connect new concepts with their prior knowledge. Digital technologies, such as online learning platforms, interactive simulations, and augmented reality applications, allow students to learn independently and deeply according to their individual learning styles.

Social constructivism, pioneered by Lev Vygotsky, is also an integral part of this theory. Vygotsky emphasized the importance of social interaction in the learning process, where students can learn through collaboration with peers or guidance from teachers. In the digital era, technology provides various collaborative tools such as Google Workspace, online discussion forums, or project-based applications that enable students to work together virtually. This approach not only enhances students' academic understanding but also develops essential social skills, communication abilities, and problem-solving skills needed in the 21st century.

Furthermore, constructivist theory is relevant for building student-centered learning in the digital transformation era. By effectively leveraging technology, teachers can design learning activities that encourage active student engagement in exploring and understanding materials. For example, using interactive educational videos or technology-based projects can enhance student motivation while reinforcing their understanding of the subject matter. Therefore, constructivist theory provides a strong pedagogical foundation for creating more inclusive, personalized, and relevant learning experiences amid rapid changes in education due to digital transformation.

21st Century Skills

Strengthening pedagogical foundations in the digital era also aims to develop 21st-century skills such as critical thinking, creativity, collaboration, and digital literacy. Project-based learning (PjBL) and problem-based learning (PBL) approaches have been widely used to help students develop these skills. Through PjBL, students engage in real-world projects relevant to their lives, while PBL encourages them to creatively and collaboratively solve complex problems (Majir, 2021).

The Role of Teachers as Facilitators

In the era of digital transformation, the role of teachers shifts from merely delivering content to facilitating students' access to information and effectively utilizing technology. Teachers are also required to possess digital literacy competencies to optimally integrate technology into the learning process (Katuuk et al., 2021). Ongoing teacher training is vital to ensure the successful implementation of digital transformation in schools.

Implementation Challenges

Despite offering numerous opportunities, digital transformation also presents significant challenges. Some challenges include limited technological infrastructure in certain schools, lack of training for teachers, and resistance to changing traditional teaching methods (Fathonah & Mulyono, 2021). Therefore, comprehensive educational policy support is needed to address these barriers.

Strengthening pedagogical foundations in the era of digital transformation requires a holistic approach that includes developing 21st-century skills, applying constructivist theories, and recognizing the role of teachers as facilitators. With adequate technological infrastructure support and ongoing teacher training, digital transformation can significantly enhance educational quality.

METHOD

The research method employed in this study is a qualitative method with a case study approach. The research is conducted at SMPN 1 Kota Serang, where the researcher will interview three informants: one school principal and two teachers involved in thematic learning. These interviews aim to gather in-depth information regarding the forms and processes of digital transformation implemented in learning during the COVID-19 pandemic. The type of interview used is semi-structured, where the researcher has prepared an interview guide to ensure that the questions remain focused on the research topic.

In data collection, the researcher will also conduct direct observations of the learning processes occurring in the classroom. These observations aim to examine how technology is utilized in daily teaching practices and how interactions between teachers and students take place. The data obtained from interviews and observations will be analyzed using interactive analysis techniques based on the Miles & Huberman model, which includes three stages: data reduction, data presentation, and conclusion drawing. This approach allows the researcher to comprehensively understand how digital transformation is implemented at SMPN 1 Kota Serang and its impact on the learning process.

The results from observations and interviews are expected to provide a clear depiction of the use of various digital platforms such as Zoom, Google Meet, and WhatsApp in thematic learning. Moreover, the researcher will identify challenges faced by teachers in implementing these technologies and how they plan and evaluate their use in teaching and learning processes. Thus, this study not only focuses on the technical aspects of technology usage but also on its influence on educational quality and student engagement during the digital transformation period.

Significant references include the OECD report titled "Transforming Education in the Digital Age" (2020), which discusses various strategies for effectively integrating technology into education. Additionally, the book "Pedagogical Approaches in Digital Learning," published by Springer in 2019, offers deep insights into pedagogical approaches for digital-based learning. Academic journals such as Computers & Education and Educational Technology Research and

Development are also vital sources as they provide empirical and theoretical studies on technology usage in education over recent decades. For instance, Selwyn's (2017) article discusses challenges in implementing educational technology, while Mishra and Koehler's (2019) research on the TPACK (Technological Pedagogical Content Knowledge) framework provides practical guidance for integrating technology into teaching.

Furthermore, Indonesian government policies outlined in the Ministry of Education and Culture's Strategic Plan 2020–2024 serve as a reference for understanding how digital transformation is promoted within the national education system. This study also utilizes UNESCO's (2021) guidelines on applying technology to support inclusive and sustainable learning, as well as McKinsey's (2022) report discussing digitalization trends within global education sectors.

By referring to these current sources, this research is expected to contribute both theoretically and practically to efforts aimed at strengthening pedagogy in the era of digital transformation.

RESULTS AND DISCUSSION

Challenges to Pedagogical Foundations in the Digital Era

The challenges to pedagogical foundations in the digital era have become an increasingly relevant topic as technological advancements influence education. One of the main challenges is the digital divide. According to the book "Transformasi Pendidikan Indonesia: Peluang dan Tantangan di Era Digital" by Dr. Hasyim Mahmud Wantu and colleagues (2024), not all students have equal access to digital devices and stable internet connections. This creates inequities in the learning process, particularly for students from economically disadvantaged backgrounds. Addressing this gap is essential to ensure that all students can actively participate in digital learning.

Additionally, teachers' readiness to integrate technology into the learning process poses a significant challenge. In the book "Manajemen Pendidikan di Era Transformasi Digital" (2022), the authors explain that many teachers lack adequate digital skills to effectively utilize technological tools. Limited training and support from educational institutions make it difficult for many teachers to adapt their teaching methods. Without a solid understanding of technology, teachers may struggle to harness the full potential of digital tools to enhance student engagement and learning outcomes.

Another challenge is the changing learning patterns of students in the digital era. The book "Pendidikan di Era Digital" (2023) states that Generation Z, who have grown up with rapid access to information via the internet, tend to have different learning preferences compared to previous generations. They favor interactive and visual learning experiences and have shorter attention spans. Therefore, the education system must respond to these changes by designing curricula and teaching methods that align with the needs and characteristics of students in the digital age.

Data security and privacy also remain major concerns in digital education. The book "Tantangan Pendidikan di Era Digital 5.0" (2022) highlights the risks of personal data breaches for students and teachers due to the use of online platforms for learning. Some popular educational applications still have weaknesses in their privacy policies, raising concerns among parents. It is crucial to ensure that technology used in education meets data security standards.

Curriculum adaptation is another important challenge. In "Transformasi Pendidikan Indonesia: Peluang dan Tantangan di Era Digital" (2024), the authors note that educational

curricula often do not align with current technological developments. Many schools still employ conventional approaches without fully leveraging the potential of digital technology. In fact, integrating technology into the curriculum can help create learning experiences relevant to future workforce needs.

Information overload also presents a new challenge in the digital era. The book "Mendidik Ulang Pendidikan: Tantangan dan Peluang Era Digital" (2023) mentions that students often feel overwhelmed by the vast amount of information available online, making it difficult to discern credible and relevant sources. This situation requires educators to guide students in managing information effectively and critically.

On another note, digital literacy poses a significant challenge for both teachers and students. The book "Pendidikan di Era Digital" (2023) emphasizes that digital literacy encompasses the ability to use technology wisely while understanding its positive and negative impacts on learning. Teachers need to educate students about responsible technology use so they can leverage technology to support their learning processes without falling prey to distractions or social media misuse.

Thus, these challenges highlight the need for collaboration among government, educational institutions, and society to create innovative solutions in facing the era of digital transformation. Strategies such as enhancing teacher training, expanding access to technology, adapting digitally-based curricula, and strengthening digital literacy can help ensure that the education system remains relevant and inclusive amid changing times.

Elements of Pedagogical Foundations That Need Strengthening

Amid the transformation of education due to technological advancements, strengthening pedagogical foundations becomes crucial to ensure that education is not only relevant but also meaningful for students. There are three important elements in pedagogical foundations that require special attention: philosophical, psychological, and sociological.

Maintaining Relevant Values

Maintaining values that remain relevant in the digital era poses a significant challenge, especially amidst the overwhelming flow of information and globalization. In her book "Merawat Luka Batin" (2023), Dr. Jiemi Ardian emphasizes the importance of self-awareness and critical thinking in facing the negative influences of the digital world. She states that "our way of thinking greatly affects how we interact with the world, including in absorbing information from social media." This perspective highlights that individuals need to have a strong value foundation to avoid being easily swayed by irrelevant or harmful information.

The importance of character education is also emphasized by Fajar Ramdani in his book "Inovasi Metode Pembelajaran Pendidikan Pancasila di Era Digital" (2024). He mentions that "education must be able to internalize the values of Pancasila so that the younger generation is not only academically intelligent but also possesses strong character." This underscores that education in the digital era should be designed not only to enhance technological skills but also to instill moral and ethical values relevant to national identity. Thus, value-based education becomes key to shaping a generation capable of facing contemporary challenges without losing their identity.

Furthermore, Iman Usman in his book "Masih Belajar" (2023) underscores the importance of lifelong learning to maintain the relevance of positive values amid changing times. He states that "success is not only measured by material achievements but also by our ability to continue learning and contributing to society." This opinion reinforces the idea that values such as mutual cooperation, social justice, and responsibility must be continuously taught to remain relevant in

the digital era. With this approach, young people can become individuals who are not only adaptive to technology but also possess strong character and concern for others.

Understanding Student Learning Methods in the Digital Era

Constructivist theory is highly relevant in understanding how students learn in the digital era. Constructivism emphasizes that knowledge is built by students through their experiences and interactions with their environment. In the context of digital education, students do not passively receive information; rather, they actively engage in the learning process. According to research conducted by Lathifah (2024), utilizing digital technology in constructivist-based learning can enhance educational quality by providing students with opportunities to explore and discover their knowledge through various digital platforms.

An important aspect of constructivist theory is the active role of students in building knowledge. In digital learning environments, students can use various tools such as learning applications, discussion forums, and interactive videos to access information and collaborate with their peers. This aligns with Mustafa & Roesdiyanto's (2021) assertion that constructivist learning focuses on student activity in exploring and constructing their knowledge. By leveraging technology, students can learn in more engaging ways that suit their learning styles.

Additionally, digital technology facilitates better social interaction between students and teachers. In constructivist-based learning models, teachers function as facilitators who support students in their learning processes. According to research published in the *Jurnal Pendidikan dan Kebudayaan* (2024), using platforms like Google Classroom and Zoom enables more effective communication between teachers and students while encouraging collaboration among students themselves. Thus, constructivist theory not only helps students build knowledge independently but also strengthens essential social connections within the learning process.

Building Collaboration in the Digital Ecosystem

Technology not only changes how individuals learn but also how they interact and collaborate with one another. The sociological foundation emphasizes the importance of building positive social relationships within the digital ecosystem. In this era, students must be equipped with skills to collaborate in virtual environments, manage conflicts, and understand cultural differences. Social learning through observation and interaction is crucial for developing collaborative skills. In an educational context, this means creating learning spaces that encourage collaboration, such as team-based projects using digital tools or group discussions on online platforms (Bandura, 2023).

Strengthening these three elements serves as a fundamental basis for ensuring that education remains relevant in the digital era. The philosophical foundation maintains core values, the psychological foundation ensures that teaching approaches align with student needs, and the sociological foundation builds positive connectivity amid an increasingly complex digital ecosystem. With synergy among these three elements, education can develop holistically without losing its essential essence.

Strengthening Pedagogical Foundations Strategies

In the era of digital transformation, strengthening pedagogical foundations is a strategic step to ensure that education can adapt without sacrificing fundamental values. Three main strategies that can be implemented are teacher training in digital literacy, the development of digital-based curricula, and the integration of blended learning and adaptive learning methods.

Teacher Training in Digital Literacy and Educational Technology

Training organized by the City of Serang focuses on enhancing digital literacy and teachers' ability to adapt technology in the learning process. One significant activity is media literacy

training attended by hundreds of teachers and school principals in Serang City. This initiative aims to improve individuals' skills in reading, writing, and speaking, as well as critically understanding information in the digital age. According to news from Antara Banten (2024), this training is expected to help teachers teach materials more effectively and prepare students to face challenges in the digital world.

Additionally, training programs conducted by the Ministry of Communication and Information (Kemenkominfo) in collaboration with Siber Kreasi also contribute significantly to improving digital literacy in Serang City. This training covers various important aspects, including developing digital communication skills and understanding how to use social media wisely. The goal is to equip teachers with the necessary skills to integrate technology into their teaching, thereby creating more engaging learning experiences for students (PPID Serang Kota, 2024).

Digital literacy training in Serang City is not limited to teachers but also involves students in programs designed to enhance their ability to use technology effectively. With this training, it is hoped that educators and students can collaborate in creating an innovative learning environment that adapts to technological advancements. Through these efforts, Serang City is committed to improving education quality and preparing young generations to face challenges in the digital era.

Development of Digital-Based Curriculum.

The development of a digital-based curriculum plays a crucial role within the context of the Merdeka Curriculum, which is designed to provide freedom and flexibility for educators and students in the teaching and learning process. The Merdeka Curriculum emphasizes student-centered learning, where students can choose materials and teaching methods that align with their interests and needs. In this regard, developing a digital-based curriculum can support the principles of the Merdeka Curriculum by providing various interactive and adaptive learning resources.

According to research published in Jurnal Cahaya Mandalika (2024), a digital education curriculum can enhance educational quality by promoting active student interaction and supporting personalized learning tailored to individual needs. This study shows that utilizing technology within the curriculum not only facilitates access to information but also creates a dynamic learning environment where students can collaborate and innovate. Thus, a digital-based curriculum aligns with the goals of the Merdeka Curriculum to create more meaningful and relevant learning experiences for students.

Moreover, applying technology in curriculum development also helps address challenges faced in education today. In this context, Dito & Pujiastuti (2021) emphasize the importance of collaboration among government, educational institutions, and the private sector to ensure equitable access to quality education throughout Indonesia. Developing digital infrastructure and training for teachers to use technology effectively is essential for successfully implementing a digital-based curriculum. Therefore, developing a digital-based curriculum not only supports the Merdeka Curriculum but also contributes to overall educational quality improvement.

Integration of Blended Learning and Adaptive Learning Methods

The integration of blended learning and adaptive learning methods offers an innovative approach to education, especially in today's digital era. Blended learning combines face-to-face instruction with online learning, allowing students to learn more flexibly according to their needs. According to Brightspace Indonesia, this method provides opportunities for students to enhance their skills based on their interests and learning styles, thus creating a more personalized and

engaging learning experience. By utilizing technology, teachers can leverage data to tailor instructional materials according to students' understanding levels, allowing for more timely and effective interventions in the teaching process.

Adaptive learning, on the other hand, focuses on adjusting the learning experience based on individual student needs. In this context, blended learning serves as an ideal platform for implementing adaptive learning. Students can take diagnostic tests to assess their knowledge before starting new material, and technology can help eliminate irrelevant tasks while offering content that matches their abilities. Thus, combining these two methods not only enhances student engagement but also accelerates their learning processes. Research indicates that this approach can significantly improve student motivation and learning outcomes, making it a highly relevant choice for modern educational curriculum development.

By implementing these three strategies in an integrated manner, pedagogical foundations can be strengthened to face challenges in the digital era. Teacher training ensures educators' competencies; a digital-based curriculum prepares students with future skills; and innovative learning methods create relevant and adaptive learning experiences. These strategies not only support educational sustainability but also reinforce its role as a key driver for building competitive societies in a globalized era.

Case Study: Implementation of Technology-Based Pedagogy

To understand how technology-based pedagogy can be effectively applied, several examples from educational institutions and countries that have successfully integrated technology into education can serve as references.

Examples of Implementation in Schools/Universities

One notable example is the application of technology in Finland, known for its progressive education system. Many schools in Finland utilize blended learning methods, where students learn through a combination of online materials and face-to-face instruction. Technologies such as digital learning platforms, including Moodle and Google Classroom, are used to provide access to learning materials, interactive exercises, and technology-based assessments. Teachers are also supported with regular training to master these tools.

Additionally, several universities worldwide have adopted technology-based adaptive learning. For instance, Arizona State University (ASU) uses adaptive learning platforms like Knewton to help students learn at their own pace and understanding levels. This system analyzes student interaction data to adjust learning content, significantly improving learning outcomes.

Lessons from Countries Successfully Adopting Technology

Singapore is an example of a country that has successfully adopted technology in education. Its government launched the Smart Nation Initiative, which includes developing technology for education. Under this initiative, students in Singapore learn through digital devices from an early age, while teachers are trained to integrate technology into their teaching. Their curriculum includes digital literacy as a core component, and students are taught coding and other technological skills.

In South Korea, the Smart Education program has replaced conventional textbooks with digital tablets connected to online learning platforms. This move not only provides flexibility in learning but also helps reduce educational access disparities in remote areas. According to an OECD report (2019), this program has increased student participation in learning and improved learning outcomes across various educational levels.

Lessons Learned from Case Studies

From the examples above, several important lessons can be drawn. First, the success of integrating technology into education depends on the synergy between educator training, adequate technological infrastructure, and relevant curricula. Second, technology should be used to enhance the teaching and learning process rather than merely replacing traditional methods. Third, government policy support and sustained investment are key to successfully implementing technology-based pedagogy.

By learning from these experiences, educational institutions can adapt similar approaches to create relevant, inclusive, and sustainable learning environments in the digital era.

Strengthening Pedagogical Foundations in the Digital Era

To ensure the success of pedagogical transformation in the digital era, a holistic approach is needed that involves supportive educational policies and active roles from governments, educational institutions, and society. Here are strategic recommendations that can be implemented:

Educational Policies Supporting Pedagogical Transformation

Educational policies need to be designed to support the comprehensive integration of technology in the learning process. The government can establish policies that include the development of a Technology-Based Curriculum: A curriculum oriented towards 21st-century skills, including digital literacy, coding, data analysis, and technology-based problem-solving. Sustained Teacher Training: Regular training programs to enhance teachers' digital literacy and pedagogical skills according to the TPACK (Technological Pedagogical Content Knowledge) framework. Investment in Technological Infrastructure: Providing equitable access to digital devices and internet connectivity, especially in remote areas, to reduce the digital divide. Enhancing Student Digital Literacy: Educational programs that not only teach technological skills but also promote digital ethics, cybersecurity awareness, and critical use of technology.

Role of Government

The government plays a key role in coordinating and facilitating pedagogical transformation. In addition to providing budgets for infrastructure development, the government should form partnerships with the private sector to accelerate technology adoption in education. The government can also encourage research and innovation in technology-based education through collaborations with universities and research institutions.

Role of Educational Institutions

Educational institutions are responsible for implementing these policies at the operational level. Schools and universities should integrate technology into teaching methods such as blended learning and adaptive learning to create personalized and interactive learning experiences. They should provide technology labs, virtual learning spaces, and hardware that supports digital learning while using technology to track student progress and adjust teaching strategies in real time.

Role of Society

Society, including parents and non-governmental organizations (NGOs), plays an important role in supporting the strengthening of pedagogical foundations. Parents need to actively participate in supporting their children's digital literacy at home. Meanwhile, NGOs can help improve access to technology in underprivileged communities through programs that provide devices and free training.

The success of strengthening pedagogical foundations in the digital era depends not only on adopting technology but also on the synergy between government efforts, educational

institutions, and society. With appropriate policies, strong collaboration, and sustained investment, education can become a driving force that equips future generations with relevant skills and values in an ever-changing world.

CONCLUSION

Strengthening pedagogical foundations in the era of digital transformation is a strategic step to address the challenges and opportunities presented by technological advancements. In this context, the philosophical, psychological, and sociological foundations play crucial roles in ensuring that education is not only adaptive but also firmly rooted in fundamental values. The integration of technology should be directed toward enriching the learning process, supporting the development of 21st-century skills, and creating an inclusive and relevant educational environment.

Strategies such as teacher training in digital literacy, the development of technology-based curricula, and the adoption of innovative learning methods like blended learning and adaptive learning have proven effective in enhancing educational effectiveness. Additionally, government policy support, institutional commitment, and community participation are essential foundations for realizing this transformation holistically.

The future hope for education in the digital era is to create a dynamic learning ecosystem where technology enriches the learning experience without replacing the essence of humanity in education. With a strong synergy between technological innovation, pedagogical values, and sustained policy support, education is expected to produce a generation that is not only intellectually competent but also possesses high integrity and empathy to face global challenges.

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We hope this article can benefit readers, serve as reflection material, and encourage broader collaboration in building an inclusive, relevant, and sustainable future for education. Thank you for your time and attention in reading and delving into the content of this article.

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