

Futuristic Strategic Planning for the Sustainability of Islamic Educational Institutions in Indonesia's Digital Era

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Abstract: This study aims to construct an integrated Futuristic Strategic Planning framework designed to ensure the sustainability of Islamic educational institutions amidst the disruptions of Indonesia's digital era. A qualitative library research design was employed, utilizing Reflexive Thematic Analysis (TA) to examine authoritative academic documents, policy frameworks, and recent scholarly discourses published between 2015 and 2025. The research identifies three core components of futuristic planning: environmental scanning, trend analysis, and scenario building. These elements facilitate the "Mimbar to Mouse" digital transition, ensuring that technological adoption including AI and Learning Management Systems is systematically aligned with institutional identity. The findings indicate that futuristic planning shifts management from administrative compliance to a dynamic "foresight culture." The novelty of this research lies in its unique synthesis of proactive foresight models with traditional Islamic pedagogical values, a combination often fragmented in previous literature. Practically, this study provides a strategic roadmap for educational leaders to optimize human resource planning and policy formulation, enabling them to remain resilient in a volatile global landscape. Theoretically, it expands the discourse on Islamic educational management by repositioning planning as the central mechanism for long-term sustainability. The study concludes that an integrated futuristic orientation allows Islamic institutions to remain globally competitive while maintaining their spiritual integrity.

Keywords: Digital Transformation, Futuristic Strategic Planning, Institutional Sustainability, Islamic Educational Management, Strategic Foresight

A. Introduction

The global educational landscape is currently navigating a seismic shift, propelled by the convergence of Industry 4.0, artificial intelligence, and expansive knowledge networks. Digital innovation has evolved from a secondary enhancement into a fundamental pillar of institutional resilience in an era of radical uncertainty. For educational organizations, this period demands a profound transition from static administrative routines to dynamic, forward-looking management models capable of mitigating risks in high-volatility environments. Leal et al., (2024) emphasize that

digital adoption is no longer an elective enhancement but a prerequisite for institutional relevance. In the specific context of Islamic educational institutions, this transformation carries a unique and complex weight; educational leaders are tasked with harmonizing rapid technological acceleration with the steadfast preservation of prophetic values and institutional identities. As Schleicher, (2020) notes, the intensification of global competition necessitates a strategic reorientation where planning is no longer merely an exercise in bureaucratic compliance but functions as a central mechanism for long-term sustainability. Current established knowledge suggests that digital leadership effectiveness and responsive governance are primary keys to success; however, their implementation often remains sporadic. Islamic education is expected to serve as both a moral fortress and a center of intellectual excellence, utilizing information systems to optimize educational services and equitable human resource distribution. The success of institutions in maintaining research quality and societal accessibility, as discussed in the discourse on educational financial autonomy, depends heavily on how these management foundations are holistically understood by stakeholders.

At the global level, the educational landscape is undergoing significant transformation driven by digital technologies, artificial intelligence, and expanding knowledge networks. Educational institutions are required to reposition themselves in response to this transformation in order to remain relevant and sustainable. Previous studies emphasize that higher education institutions must adapt to global technological ecosystems and develop more responsive and flexible strategies (Scanlon, 2014; Kayano Fukuda, 2020). In this context, digital transformation is no longer an optional enhancement but a fundamental component of institutional sustainability. However, most of these studies focus on general educational institutions and do not specifically address the unique characteristics of Islamic education, which must integrate technological advancement with value-based and spiritual dimensions.

Despite the proliferation of research on strategic planning and digital transformation, a significant scholarly “silo” persists within educational management literature. Current literature tends to treat curriculum innovation, technological adaptation, and strategic management as isolated domains, resulting in fragmented and non-integrated institutional policies. There is a noticeable lack of a synthesized framework explaining how Islamic educational institutions can specifically operationalize “foresight” as a systematic daily governance mechanism. George, (2025) emphasizes that this research fragmentation hinders the development of “purposeful” planning, particularly in religious-based institutions where reactive and short-term decision-making often takes precedence over proactive transformation. In many Islamic educational contexts, planning practices remain trapped in administrative aspects focusing on immediate operational needs rather than anticipating future disruptions such as AI breakthroughs or global labor market shifts. This gap highlights a critical need for a framework that unifies long-term strategic foresight with value-based

educational management. Until now, little is known about how futuristic variables can be synchronized with superior curricula without compromising spiritual integrity. The ignorance regarding the intersection between digital efficiency and Islamic managerial ethics creates a theoretical void that often results in institutional failure to predict demographic challenges and 21st-century competency needs, making research that deeply integrates these aspects highly urgent.

Responding to these challenges, “futuristic planning” has emerged as the contemporary state-of-the-art approach in strategic management. This methodology characterized by systematic environmental scanning, trend analysis, and scenario building transcends traditional long-term planning by exploring multiple possible future trajectories. Building upon the foundational concepts of Groff, (1982) and Braun & Clarke, (2019). Recent developments suggest that organizations adopting future-oriented planning are significantly more resilient to global shocks (Rifa’i et al., 2024). Unlike previous studies that focus on digital tools or curriculum changes in isolation, this research offers a new perspective by repositioning planning as the central mechanism uniting technological adaptation, institutional development, and value-based education. This uniqueness provides a theoretical contribution by expanding the discourse of Islamic educational management toward a more futuristic and proactive direction. Practically, this study offers a strategic roadmap for leaders to design adaptive policies, strengthen data-driven human resource planning, and ensure that digital transformation does not dilute the spiritual essence of the institution but rather strengthens its global competitiveness through a coherent and sustainable framework.

This research provides a significant dual contribution, both theoretically and practically, to the advancement of educational management science. Theoretically, this study enriches the literature on Islamic institutional sustainability by introducing a futuristic planning framework that has remained under-explored in religious-academic contexts. This helps bridge the gap between secular general management theories and Islamic management values that emphasize long-term (*ukhrawi*) vision while remaining contextual to current worldly needs. Practically, the results of this study serve as an operational guide for managers of madrasahs and Islamic universities in facing educational market uncertainties. By implementing the steps proposed in this model, institutions can be more accurate in resource allocation, predict future curriculum needs, and increase stakeholder satisfaction through services that are more responsive to technological changes. Based on the focus and research gaps identified, this study is directed to answer the following research questions (1) What are the core components of futuristic planning relevant to Islamic educational management in the digital era? (2) How can the mechanism of integrating futuristic planning into the daily governance and management systems of Islamic educational institutions be established to ensure institutional sustainability? and (3) What are the fundamental challenges and strategic opportunities that arise in the implementation of this futuristic framework in Indonesian educational institutions?

By answering these questions, this integration is expected to position futuristic planning as a transformative bridge connecting technological advancement and Islamic values, thereby shaping institutions that are not only globally competitive but also firmly rooted in their religious identity.

B. Methods

This study was conducted using a qualitative research design grounded in a library research approach (Bandaranayake, 2024; Oranga, & Matere, 2023), aiming to facilitate an in-depth identification and critical analysis of key concepts related to futuristic planning, strategic management, and digital transformation within Islamic educational management. A qualitative approach was considered most appropriate, as it enables the exploration of complex phenomena and the development of nuanced conceptual understanding based on existing scholarly literature. As emphasized by Creswell, qualitative inquiry focuses on interpreting social phenomena through detailed analysis of diverse data sources, making it particularly suitable for examining the evolving landscape of Islamic education in the digital era. Given the nature of this study, no direct human respondents or field interventions were involved. Instead, the primary units of analysis consisted of authoritative academic documents selected through a purposive sampling technique. The data were collected from reputable academic sources, including international and national journals, books, and policy-related documents accessed through databases such as Scopus and Google Scholar, as well as relevant Islamic education repositories. To ensure academic rigor and relevance, strict inclusion criteria were applied: (1) the documents must be directly related to futuristic planning, strategic management, digital transformation, or Islamic educational management; (2) the sources must be published within the last ten years (2015–2025) to maintain alignment with current developments in the digital and Industry 4.0 era; and (3) the documents must provide clear theoretical or empirical contributions to the research focus. Document analysis was employed as the primary data collection method, as it allows for systematic and objective examination of textual materials to identify patterns, relationships, and conceptual structures (Cardno, 2018; Morgan, 2022).

The primary research instrument in this study was the researcher as a “human instrument,” responsible for selecting, interpreting, and analyzing the data. This process was supported by structured document analysis guidelines, including data extraction tables and classification matrices to ensure systematic organization of information. This approach aligns with document analysis frameworks that enable researchers to critically examine not only the content of documents but also the contextual values, assumptions, and institutional perspectives embedded within them (Cardno, 2018; Morgan, 2022). The analytical backbone of this research is Reflexive Thematic Analysis (TA), a method conceptualized by Braun & Clarke (2019) to systematically identify and interpret patterns of meaning (themes) within qualitative data. The data analysis process followed a Reflexive Thematic Analysis (TA) approach

as developed by (Braun & Clarke, 2019) which is widely used to identify and interpret patterns of meaning across qualitative data. The analysis was conducted through six systematic stages: (1) familiarization with the data through repeated reading of selected documents; (2) generating initial codes related to futuristic planning, digital transformation, and educational management; (3) developing themes by grouping similar codes into broader conceptual categories such as environmental scanning, trend analysis, and scenario building; (4) reviewing themes to ensure consistency and alignment with the original data sources; (5) defining and refining themes to clarify their conceptual boundaries; and (6) synthesizing the findings into a coherent analytical narrative that addresses the research objectives. An inductive approach was applied during coding, allowing themes to emerge naturally from the data rather than being imposed a priori.

To ensure analytical rigor, the coding process was conducted iteratively, with continuous refinement of codes and themes as new insights emerged. This iterative process enhances depth, consistency, and credibility of the findings. The analysis also incorporated principles of qualitative content analysis, which aims to organize textual data into meaningful categories and identify patterns across documents. Furthermore, a qualitative interpretive perspective was adopted to enable deeper understanding of the relationships between futuristic planning and Islamic educational management. To enhance the validity and trustworthiness of the findings, this study applied source triangulation by comparing and cross-checking multiple references to ensure consistency and reduce interpretive bias. In addition, a critical interpretative approach was used to evaluate the credibility and relevance of each source. Through these systematic, transparent, and rigorous procedures, this study produces a theoretically grounded conceptual framework that positions futuristic planning as a central mechanism for integrating technological adaptation with value-based Islamic education, thereby supporting institutional sustainability in an increasingly complex and dynamic digital environment.

C. Results and Discussion

Futuristic Planning Framework in Islamic Educational Management

Based on the thematic analysis of selected literature, this study constructs a robust futuristic planning framework tailored for Islamic educational institutions, consisting of three interrelated components: environmental scanning, trend analysis, and scenario building. These elements represent a shift from traditional “forecasting” to a more dynamic “foresight” approach. Environmental scanning serves as the foundational radar, functioning to identify volatile internal and external factors. In the context of Islamic education, this involves a deep examination of technological advancements, shifting national policies like *Kurikulum Merdeka*, and complex socio-cultural dynamics. As noted by (Dzunniam, & Raikhan, 2025) curriculum transformation is not an isolated event but a response to these contextual pressures.

Furthermore, this scanning process aligns with (Groff, 1982) seminal theory, which suggests that institutions must move from a focus on physical productivity to information productivity. By identifying these signals early, institutions can avoid being blindsided by global disruptions.

Trend analysis follows scanning by enabling leaders to interpret patterns of change over time. This study finds a significant trend toward the integration of artificial intelligence, big data, and twenty-first-century competencies within Islamic schools. This is not merely about adopting gadgets but about “strategic awareness” aligning long-term institutional goals with global educational benchmarks. George, (2025) emphasizes that purposeful strategic planning must bridge the gap between academic theory and management practice, ensuring that trends are not just observed but utilized to inform decisions. Without this analysis, institutions risk “mimicry,” where they adopt technologies without a clear strategic purpose. Finally, scenario building provides the structured mechanism for anticipating multiple future possibilities. In a world characterized by volatility, as described by (Schleicher, 2020) preparing for a single “likely” future is no longer sufficient. Scenario building allows Islamic institutions to develop alternative strategies for various conditions ranging from high-tech digital adoption to resource-constrained environments. These three components operate as an integrated system, shifting the orientation of Islamic educational management from reactive, short-term survival toward proactive and adaptive long-term strategic planning. These findings answer the first research question by positioning futuristic planning not merely as a managerial tool, but as a comprehensive conceptual framework that redefines how institutions perceive time and change.

Operationalization of Futuristic Planning in Islamic Educational Institutions

The second research question explores the practical application of this framework through three primary domains: strategic policy planning, human resource planning, and educational system planning. In the domain of strategic policy, futuristic planning serves as a compass for institutional leaders to formulate a “shared vision” that transcends immediate administrative needs. By adopting a forward-looking stance, leaders in madrasahs and Islamic schools can design policies that are inherently resilient. This operationalization is reflected in the work of (Oğuzhan & Rukiye, 2024) who identify “future-shaping themes” such as digital age foresight as essential components of modern university strategic plans. When leaders prioritize foresight, they ensure that the institution’s identity remains intact even as its operational methods evolve. Human resource planning (HRP) emerges as a critical operational pillar. The findings highlight that institutional sustainability is irrevocably linked to the readiness of its people. The focus of HRP in this framework is the development of “adaptive teaching practices” and digital literacy. As argued by (Hidayat et al., 2022) the sustainability of Islamic institutions depends on upgrading human capital to meet the demands of the digital era. This involves a transition from traditional pedagogical

roles to becoming facilitators of digital-age skills. Without high-quality human resources, even the most sophisticated strategic plans remain dormant.

Educational system planning further operationalizes the framework by integrating curriculum, learning processes, and digital infrastructure into a coherent whole. Instead of treating “digitalization” as a separate IT project, this study positions it as a core outcome of the planning process. For instance, (Muamala et al., 2023) provide empirical evidence that technology-based distribution of educational services such as Learning Management Systems (LMS) can enhance access by up to 73% when supported by proper planning. This alignment ensures that every technological investment directly supports the institution’s long-term strategic goals. Consequently, the success of futuristic planning depends on the seamless synchronization between visionary leadership, competent human resources, and robust system-level strategies, creating a “future-ready” educational ecosystem.

Challenges and Opportunities in Implementing Futuristic Planning

The third research question reveals a landscape defined by a dialectic between structural challenges and strategic opportunities. The most significant barrier identified is the persistence of “reactive-administrative” planning habits. Many Islamic institutions remain trapped in short-term cycles, focusing on annual reporting rather than decadal positioning. This lack of strategic depth limits their ability to anticipate shocks, such as the rapid rise of AI or sudden changes in educational governance. Furthermore, infrastructure limitations and the “digital divide” remain stark realities. Dzunniam, & Raikhan, (2025) point out that gaps in educational infrastructure and unequal access to digital tools create a “speed of change” disparity between urban and rural Islamic institutions. These structural barriers often lead to “technological fatigue” among staff who lack the resources or training to implement planned changes. However, these challenges are countered by unprecedented strategic opportunities. The rapid evolution of digital technology provides cost-effective tools for “data-driven planning.” Modern analytics allow school leaders to move beyond intuition and base their futuristic scenarios on real-time data regarding student performance and global trends. Moreover, there is an increasing awareness among the “Millennial” and “Gen Z” leadership in Islamic education about the necessity of institutional agility. This cultural shift is opening doors for “edupreneurship” and innovative management models that were previously unthinkable in traditional settings (Zulfa et al., 2025). The opportunity also lies in the unique “value-based” nature of Islamic education. While secular institutions struggle to find a moral anchor in the digital age, Islamic institutions can use futuristic planning to reinforce religious values through new mediums. As Rifa’i et al., (2024) suggest in the “From Mimbar to Mouse” concept, the digital era is not a threat to Islamic values but a new platform for their dissemination. Therefore, the implementation of futuristic planning must be viewed as a strategic mechanism to

leverage these technological opportunities while systematically addressing the structural barriers of literacy and infrastructure.

Discussion: Futuristic Planning as a Strategic Framework for Sustainability

The discussion synthesizes the findings to confirm that futuristic planning is the essential architecture for institutional sustainability in the digital age. Unlike traditional planning, which often assumes a linear and predictable future, futuristic planning embraces complexity and uncertainty. The key differentiator of this study is that it does not treat “digital transformation” or “curriculum innovation” as independent variables. Instead, they are recognized as internal components of a broader, integrated planning framework. This holistic view prevents the “silo effect” often seen in previous research, where technology is studied in isolation from leadership or values. A critical point of discussion is the tension between technological adoption and “institutional readiness.” As noted in the analysis, simply purchasing technology is insufficient; the effectiveness of futuristic planning is dictated by the institution’s cultural adaptation. Resistance to change and a “reactive mindset” can derail even the best-designed scenarios. This is supported by (Khasanah, 2025) who argues that digital leadership and capacity building are the true engines of educational planning in the digital age. Institutions must cultivate a “foresight culture” where every stakeholder, from the board of directors to the classroom teacher, understands their role in the institution’s future trajectory. Ultimately, this study demonstrates that futuristic planning enables Islamic educational institutions to move beyond fragmented practices. It provides a bridge between the “timeless values” of Islamic education and the “timely technologies” of the modern world. By integrating environmental scanning, HRP, and system planning into a unified framework, institutions can achieve a state of “dynamic sustainability.” This confirms the role of futuristic planning as a transformative framework not just for surviving the digital era, but for thriving within it and ensuring that Islamic education remains a relevant, competitive, and morally grounded force for generations to come. This approach repositions planning as the central mechanism for institutional resilience in an increasingly volatile global landscape.

D. Conclusions

This study concludes that institutional sustainability in the digital era is not merely a product of technological adoption, but a result of rigorous and proactive Futuristic Strategic Planning. The findings establish that a comprehensive framework consisting of environmental scanning, trend analysis, and scenario building is essential for Islamic educational institutions to move beyond reactive management. By systematically identifying external disruptions and internal capacities, institutions can transform potential threats into strategic opportunities. This research confirms that when futuristic planning is repositioned as a central governance mechanism, it serves as a bridge that harmonizes the rapid pace of digital innovation with the timeless,

value-based foundations of Islamic education. Furthermore, the operationalization of this framework across strategic policy, human resource development, and system planning provides a clear roadmap for educational leaders. The integration of “Mimbar to Mouse” digital adaptation ensures that the shift toward virtual learning environments and AI-driven governance does not dilute the spiritual and moral integrity of the institution. However, the study also highlights that success is heavily dependent on overcoming structural barriers, such as the digital divide and traditional administrative mindsets. Leadership readiness and a culture of foresight are identified as the primary catalysts for ensuring that futuristic planning becomes an embedded organizational habit rather than a one-time administrative exercise. In conclusion, this study contributes to the field of Islamic educational management by offering an integrated model for long-term resilience. While challenges in infrastructure and digital literacy remain significant, the opportunities provided by data-driven planning and edupreneurship offer a promising path forward. This research provides a theoretical expansion of strategic management discourse and serves as a practical guide for policymakers and practitioners. Ultimately, by adopting a futuristic orientation, Islamic educational institutions in Indonesia can ensure their continued relevance and sustainability, becoming centers of excellence that are both technologically advanced and firmly rooted in their prophetic mission in an increasingly volatile global landscape.

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