



Innovative Theories in Education Bridging Tradition and Modern Learning Practices

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Abstract: Contemporary education faces the challenge of bridging a rich tradition of values with the fast-paced, technology-driven demands of modernity. This research aims to explore innovative theories in education that integrate traditional elements with modern learning practices. The study employs a library research method to gather data from various primary and secondary sources, including books, scholarly journals, and academic articles. The findings indicate that the integration of tradition and modernity in education can create a holistic approach that encompasses cognitive, affective, and moral aspects. The implementation of innovations such as technology-based learning and blended learning becomes more effective when accompanied by culturally relevant traditional values. However, challenges such as cultural resistance, infrastructure limitations, and the need for adequate teacher training remain. This study emphasizes the importance of flexible, value-based curriculum design to create inclusive and sustainable education. The findings have significant implications for the development of educational policies that can address global challenges while maintaining local identity.

Keywords: Innovative Education, Tradition, Modernity, Educational Theory, Cultural Integration.

INTRODUCTION

Education is a fundamental pillar in the development of human civilization, continuously evolving alongside changes in time (Darling-Hammond, 2017; Biesta, 2015). Throughout its development, education has not only served as a means to transfer knowledge but also played a crucial role in shaping character, culture, and social values (Noddings, 2013; Dewey, 2014). On the other hand, modernization and globalization have introduced new challenges, such as the need for 21st-century skills, including creativity, collaboration, critical thinking, and digital literacy (Saavedra & Opfer, 2012; Voogt & Roblin, 2012). These challenges have prompted the need for innovative educational theories that can bridge traditional practices with modern learning approaches (P21, 2016; Hargreaves, 2014).



Traditional education has deep roots in various cultures around the world, spanning centuries (Tan, 2014; Lee & Lee, 2017). For instance, Confucian-based education in East Asia emphasizes discipline and respect for parents, or Islamic education that integrates moral values with knowledge (Kong, 2014; Salleh & Noor, 2016). These traditional educational systems reflect local community values, playing a significant role in building cultural and spiritual identity (Liu & Wilson, 2013; McFarlane, 2018). In the modern era, however, traditional education is often viewed as rigid, outdated, and less responsive to the needs of students in an increasingly complex world (Robinson & Aronica, 2015; Fullan, 2016). This approach, which tends to focus on rote memorization and compliance, struggles to meet the demands for creativity, innovation, and adaptability that characterize today's workforce (Resnick, 2017; Wagner, 2014). Nevertheless, traditional practices hold intrinsic value that cannot be overlooked, such as character formation, teaching ethics, and respecting cultural heritage (Wells, 2012; Biesta, 2015).

In recent decades, modern educational theories have rapidly evolved. New paradigms, such as constructivism, project-based learning, and digital pedagogy, have shifted the focus of education from merely transferring information to developing critical thinking and problem-solving skills (Jonassen, 2017; Siemens, 2013). Digital technology plays a major role in this transformation, enabling personalized learning through online platforms, gamification, and hybrid approaches (Hattie, 2015; Mishra & Koehler, 2017). The "flipped classroom" approach has gained popularity because it allows students to learn independently through instructional videos, while classroom time is dedicated to discussion and collaboration (Bergmann & Sams, 2014; Bishop & Verleger, 2013). This approach not only enhances student engagement but also provides flexibility for students to learn at their own pace (He, 2016; Kong, 2017). However, this transformation is often criticized for neglecting local values and the character-building elements that have long been strengths of traditional education (Järvelä, 2013; Shaffer et al., 2016).

Given the diversity of social and cultural contexts worldwide, it is unlikely that a single educational approach will be suitable for all (Anderson & Dron, 2015; Hall & Dube, 2018). Therefore, the integration of traditional practices with modern theories is key to creating relevant, inclusive, and sustainable education (Carretero et al., 2015; Pinar, 2018). This integration must be designed to balance technical skill acquisition with character development (Nussbaum, 2017;



Leask & Bridge, 2015). Education based on local values combined with modern technology can provide a more meaningful learning experience (Bryan & Abell, 2017; Lembke & Reimer, 2016). In the context of Indonesia, teaching the values of Pancasila, mutual cooperation, and local wisdom can be integrated with digital approaches to instill national identity while meeting global needs (Alfa, 2015; Arifin, 2017). This shows that tradition and innovation are not opposing forces but can complement each other to create holistic education (Biesta, 2016; Hargreaves, 2015).

Although the integration of traditional and modern practices holds great potential, the challenges that arise cannot be overlooked. One of the main challenges is resistance to change, whether from teachers, students, or educational institutions (Darling-Hammond, 2017; Zhao, 2016). Teachers who are accustomed to traditional teaching methods may find it difficult to adopt new technologies or approaches (Tondeur et al., 2017; Blignaut et al., 2018). Furthermore, limited access to technological infrastructure, especially in rural or remote areas, presents a major barrier to implementing modern educational theories (Bauer & Kenton, 2018; Buabeng-Andoh, 2012). The philosophical differences between traditional and modern education also often lead to conflict (Leach & Moon, 2016; Zeichner, 2015). Traditional education often focuses on processes and values, while modern education tends to emphasize outcomes and efficiency (Biesta, 2015; Young & Muller, 2013). To address this, an approach is needed that is not only technical but also philosophical, to create harmony between the two approaches (Sachs, 2015; Noddings, 2016).

This research is particularly relevant in the context of today's increasingly diverse and complex global education landscape (Chisholm, 2017; Ozga, 2018). With the rise in global mobility, the need for education that not only accommodates local values but also prepares students to compete internationally has become more urgent (Leask, 2018; Brookfield, 2017). Therefore, this study aims to explore innovative educational theories that can bridge tradition and modernity, contributing to the development of curricula, pedagogy, and assessment methods that are relevant to the demands of the times (Johnson, 2018; Goodson, 2017). The primary goal of this research is to explore how innovative educational theories can be implemented to integrate traditional and modern practices in learning. This study also seeks to identify challenges and opportunities in this integration process and provide practical recommendations for educators, policymakers, and educational institutions.



This research is expected to make both theoretical and practical contributions. Theoretically, this study will enrich the literature on educational innovation and the integration of tradition and modernity. Practically, this research can serve as a guide for teachers and educational institutions in designing learning strategies that are relevant to both local and global needs.

METHOD

This research uses a qualitative approach with a type of library research or literature study. This approach was chosen because the study focuses on the collection, analysis, and interpretation of written sources to explore innovative theories in education that integrate tradition and modern practices. Through library research, the researcher can delve into various academic references, including books, scientific journals, articles, and official documents, to gain an in-depth understanding of the research topic (Creswell, 2014).

Data Sources

The data sources in this research consist of primary and secondary sources. Primary sources include academic works, scientific journals, and documents that directly discuss educational innovation theories, the integration of tradition and modernity, as well as case studies of their application in various contexts. Secondary sources include books, reviews, popular articles, and research reports that provide additional context or support interpretations of the primary sources. The combination of primary and secondary sources provides a strong framework to support the analysis and findings of the research (Marshall & Rossman, 2016).

Data Collection Techniques

The data collection process is carried out through several systematic stages. The first stage is the identification and selection of sources. The researcher identifies relevant sources related to the research theme through searches in both physical and digital libraries, including online platforms such as Google Scholar, JSTOR, and ScienceDirect. The selected sources must meet criteria of credibility, relevance, and timeliness. Afterward, the selected documents are gathered and categorized based on specific topics or themes, such as traditional education theory, modern innovations, and the integration of both. The researcher then conducts a literature review by



reading each source in depth, extracting important information, and noting additional relevant references (Webster & Watson, 2002).

Data Analysis Techniques

The collected data is analyzed using a descriptive-analytical approach. The first step in data analysis is data reduction, which involves filtering information to eliminate irrelevant data, so that only information supporting the research focus is used. Next, the filtered data is categorized into main themes, such as education traditions, modern innovations, and their integration. After categorizing the data, thematic analysis is performed to identify patterns, concepts, and relationships between themes. In the final stage, the analyzed data is interpreted by referring to relevant theories and conceptual frameworks (Miles, Huberman, & Saldaña, 2014)

RESULTS AND DISCUSSION

Integration of Tradition and Modernity in Education

The integration of tradition and modernity in education is a strategic effort to create a holistic approach to learning. This approach not only prioritizes technological innovation but also preserves cultural values that form the foundation of society (Pring, 2004). Tradition, with its deep roots in history and culture, often serves as a strong guide for ethics and morals. In contrast, modernity offers practical solutions through technology and data-driven pedagogical approaches that address the needs of contemporary society (Pring, 2004). The combination of both can create an educational system that is not only relevant but also transformative. In the context of globalization, the main challenge in education is maintaining a balance between adapting to the times and preserving cultural identity. Tradition plays a role as a guardian of fundamental values, such as mutual cooperation, respect for elders, and appreciation for cultural diversity (Kagan, 2010). These values provide a strong ethical framework for students in facing an increasingly complex world (Hidayah et al., 2024). On the other hand, modernity brings technology that allows for more interactive and efficient learning. Technologies such as app-based learning, e-learning platforms, and virtual simulation tools enable students to access information broadly and deeply, opening up learning opportunities that were previously out of reach (Kagan, 2010).



In some schools and educational institutions, digital applications have been used to teach local cultural values. Learning content is designed by incorporating folk tales, traditional songs, or local arts into digital formats that engage students (Abror et al., 2024). This strategy not only increases student engagement but also ensures that cultural heritage remains alive amid the pressures of modernization. For example, interactive apps teaching local history or culturally-based educational games can enhance students' understanding of their cultural roots while leveraging modern technology (Anderson & Dill, 2000). The integration of tradition and modernity can also be seen in pedagogical approaches. For example, the blended learning method has become a successful model in combining the strengths of traditional and modern learning (Graham, 2006). In this method, face-to-face learning, which is rich in social interaction and deep discussion, is combined with flexible, technology-based online learning (Syafi'i et al., 2024). Through this approach, teachers can teach ethical and moral values through direct discussions while using technology to efficiently deliver academic content (Graham, 2006).

This integration is not without challenges. One of the main barriers is resistance from society, which tends to see modernity as a threat to traditional values. In some areas, modernization is seen as potentially eroding local culture, which raises concerns about the loss of identity (Prapai et al., 2024). Additionally, technological infrastructure limitations in certain regions pose a barrier to the implementation of modern approaches. For example, schools in remote areas often lack access to the internet or adequate technology to support technology-based learning (Selwyn, 2016). Another challenge is the readiness of teachers to adopt integrative methods. Teachers often struggle to balance the use of technology with the delivery of traditional values. Therefore, teacher training becomes a key element in the success of this integration (Zhao et al., 2024). Training should include not only technological proficiency but also how to combine technology with content based on local cultural values. In this way, teachers can become effective facilitators in creating meaningful learning experiences (Darling-Hammond & Bransford, 2005).

It is important to note that the success of the integration of tradition and modernity also depends on a flexible and inclusive curriculum design. Such a curriculum should provide space for local adjustments and allow students to learn within their cultural context. For example, a curriculum that integrates arts, music, or local customs into modern subjects like science and



technology can provide richer and more relevant learning experiences (Pinar, 2012). The integration of tradition and modernity in education offers great potential to create an inclusive and sustainable educational system. By harnessing the power of both, students are equipped not only with the technical skills needed in the modern era but also with a profound understanding of ethics and morals. This effort not only improves the quality of education but also strengthens cultural identity amid the forces of globalization. With the support of appropriate policies, adequate teacher training, and commitment from all parties, this integration can be an important step toward relevant and transformative education (Pinar, 2012).

Effectiveness of Innovative Educational Models

Innovative educational models have brought significant changes in how learning takes place at various levels. Models such as blended learning or project-based learning have been proven to increase student engagement, particularly in cognitive aspects (Bonk & Graham, 2006). In blended learning, for example, students can access lesson materials through flexible online platforms, while face-to-face interactions in the classroom help strengthen understanding through discussions and collaboration (Dede, 2009). This model allows for personalized learning, where students can learn at their own pace and according to their needs. Meanwhile, project-based learning provides students with opportunities to apply theoretical concepts in real-world contexts, which can enhance critical thinking and creative skills (Jonassen, 2000). Research shows that the effectiveness of innovative educational models is often limited to the cognitive dimension if traditional elements are not adequately integrated (Ertmer & Ottenbreit-Leftwich, 2010). In the context of holistic education, affective and spiritual aspects are just as important as cognitive aspects. Educational models that focus only on academic outcomes may overlook the need for students to understand moral values, ethics, and deep social relationships (Hargreaves & Fullan, 2012). In such situations, innovative models become less effective in creating individuals who are balanced intellectually, emotionally, and morally.

This study found that integrating traditional elements into innovative models can enhance the overall effectiveness of learning (Santrock, 2011). Tradition, with its rich values, serves as a framework for building social connections and shaping student character (Romlah et al., 2024). For example, in project-based learning, traditional values such as mutual cooperation can be



included as part of the collaboration process. In this way, students not only learn to complete projects but also understand the importance of teamwork, empathy, and a sense of responsibility toward their community (Sholeh et al., 2023). Community-based approaches also become an effective model for integrating tradition with innovation (Minarti et al., 2024). Collaborative teaching methods that involve students, teachers, and the community allow learning to take place in culturally relevant contexts (Warschauer & Matuchniak, 2010). For instance, learning projects can be designed to solve local problems, such as environmental preservation or the development of products based on local wisdom. In this approach, students not only gain academic knowledge but also practical experience that strengthens their connection to culture and community (Efendi et al., 2023).

The success of innovative educational models also heavily depends on the role of teachers. Teachers do not only serve as facilitators but also as guardians of traditional values (Sabarudin et al., 2024). Teacher training becomes a key element in ensuring the effectiveness of innovative educational models (Fullan, 2007). Teachers need to understand how to integrate technology and modern methods with traditional elements to create balanced learning. For example, teachers can use technology to deliver lesson materials interactively while still teaching traditional values through group discussions or culture-based activities. Challenges in implementing innovative educational models remain (Sutrisno et al., 2024). One of the main barriers is the lack of technological infrastructure in certain areas, which can limit students' access to technology-based learning. Additionally, resistance to change from society or educational institutions is also a constraint. Some may feel that innovative models threaten traditional values or are too focused on technology, thus ignoring the humanistic aspects of education (Bonk & Graham, 2006).

To overcome these challenges, a strategic approach involving all stakeholders, including the government, educational institutions, teachers, students, and the community, is necessary. Educational policies that support the integration of tradition and innovation, investment in technological infrastructure, and ongoing teacher training are essential steps to take. Moreover, a flexible and inclusive curriculum design is needed to allow for local adjustments and the integration of cultural values into learning. Innovative educational models have great potential to improve the quality of education when implemented correctly (Romlah et al., 2024). Integrating



traditional elements with modern innovation not only expands the dimensions of learning but also creates more meaningful learning experiences. With a holistic approach, education can become a means to create individuals who are not only academically intelligent but also have strong character and are able to contribute positively to society (Jonassen, 2000; Hargreaves & Fullan, 2012)

Challenges in Integrating Tradition and Modernity in Education

While the integration of tradition and modernity in education has the potential to create a holistic and relevant approach, the process of integration is not without challenges. Several significant obstacles often arise when attempting to combine these two aspects, requiring serious attention from various stakeholders. According to some researchers, this integration requires a deep approach to balance traditional and modern aspects in the educational world (Haque, 2017). One of the main challenges in integrating tradition and modernity is the resistance from certain segments of society and policymakers, who believe that modernization, with all the technology and new approaches it brings, may erode traditional values. Many are concerned that the application of technology and modern methods in education will diminish respect for customs, language, and local cultures that have been passed down through generations. Some view modernity as leading to the homogenization of culture, where global culture will replace the richness of local culture, which is vital for the identity of a nation or society. This aligns with the view that modernity is often seen as a threat to the sustainability of tradition (Smith, 2016).

This objection often arises due to the imbalance between modernity and tradition, where tradition is often viewed as something static that must be preserved as it is, while modernity is seen as something that constantly evolves. Therefore, many feel that attempts to combine both will sacrifice the cultural values that already exist. To overcome this barrier, it is important to take a more inclusive approach, where technology is not seen as a threat but as a tool that can enrich and strengthen existing traditional values. As Anderson (2015) explained, technology can be used as a tool to enrich traditional culture, not replace it.

Another challenge often faced in the integration of tradition and modernity is the lack of technological infrastructure, especially in remote or underdeveloped areas. While modern technology can improve the quality of learning and provide wider access, inequalities in the



distribution of technology become a significant barrier to the uniform implementation of modern approaches. In many areas, particularly in rural or resource-limited regions, schools often lack access to necessary hardware such as computers, tablets, or fast internet connections. A study by Zhao (2019) showed that inequalities in access to technology in certain areas can worsen educational inequalities.

This unequal infrastructure results in disparities in the quality of education received by students (Sholeh et al., 2024). Schools without access to technology are unable to utilize the potential of online learning or digital tools that have proven effective in increasing student engagement. To address this challenge, greater investment from the government and related parties is needed to build adequate educational infrastructure and provide sufficient technology for schools in underdeveloped areas. In this regard, research by Khan (2020) recommends collaboration between the public and private sectors to ensure equitable access to technology across regions.

A third challenge often arises from the lack of skills or training for teachers to effectively integrate tradition and modernity. Teachers are often stuck in old paradigms that emphasize textbook-based teaching and conventional methods. Meanwhile, technology and modern learning methods require the ability to quickly adapt to new tools and platforms, as well as skills in managing learning that is more based on active student involvement. A study by Lu & Xie (2018) showed that the lack of training in using technology is one of the main barriers to the integration of modernity in education.

The training provided to teachers often focuses more on the technological aspects alone, without giving enough emphasis on how to integrate cultural elements and local values into a more modern approach. However, the fusion of traditional values with modern technology requires specific skills to create a balanced and relevant learning experience for students. Therefore, training for educators should include not only mastering technology but also a deep understanding of how to blend local values with modern pedagogical approaches. Research by Tan (2017) emphasizes the importance of training that combines mastery of technology with an understanding of local culture to optimize the integration of tradition and modernity in education.

To overcome these challenges, several steps need to be taken. First, there must be greater awareness among society and policymakers about the importance of integrating technology with



cultural tradition. Education on the benefits of technology as a tool to preserve and introduce local culture can be an initial step to reduce resistance to modernity. As Kim & Park (2020) explained, technology should be viewed as a means to strengthen cultural identity, not as a threat.

Efforts should also be made to seriously improve and equalize technological infrastructure across regions, particularly in remote areas. This can be achieved through cooperation between the government, the private sector, and educational institutions to provide adequate devices and stable internet access at every school. Research by Lee (2021) revealed that improving technological infrastructure in remote areas has a significant impact on the quality of education. Comprehensive training for teachers becomes a key element. Teachers need to be trained not only in the use of the latest technology but also in how to incorporate traditional values into every aspect of learning. Such training can include curriculum development that integrates both approaches, as well as improving the ability to manage classes that involve technology effectively without neglecting existing cultural values. This aligns with findings from Zhang (2022), who stated that holistic teacher training is essential in creating a balanced learning environment between tradition and modernity. Despite these significant challenges, with joint commitment and supportive policies, the integration of tradition and modernity in education can be successfully implemented. This will result in an educational system that is not only relevant to the needs of the times but also capable of preserving and enriching local culture, creating a generation that is balanced, knowledgeable, and still in love with their cultural roots.

Implications for Curriculum and Education Policy

The research findings indicate that the integration of tradition and modernity in education not only impacts teaching methods but also the design of curricula and underlying educational policies. In terms of the curriculum, it is important to design a flexible, adaptive structure that can accommodate various pedagogical approaches that combine local values with modern technological innovations (Smith & Brown, 2020). Therefore, the curriculum must be designed to provide space for teaching based on both traditional and modern approaches simultaneously, offering students a more comprehensive learning experience (Johnson, 2021).

One key implication of this research is the importance of designing a flexible curriculum that is oriented towards students' needs and their socio-cultural context. A curriculum that



integrates both traditional and modern elements can be designed by taking into account the richness of local culture while still incorporating technological innovations in the learning process (Li & Zhang, 2019). For example, narrative-based teaching methods, which are part of the oral tradition in many cultures, can be combined with technological tools such as virtual simulations, educational games, or learning-based digital applications. This approach not only teaches academic material but also introduces students to local cultural values, which can strengthen their identity while broadening their worldview (Wang, 2020).

A curriculum that integrates both elements will provide a more comprehensive learning experience that is relevant to contemporary conditions. Moreover, such a curriculum can help students understand the modern world without losing their cultural roots, which is a major challenge in facing the rapid globalization (Meyer & Zhang, 2018). Therefore, developing a curriculum that combines traditional values with modern learning approaches is crucial, so that students can learn in a way that suits both their needs and the development of the times (Jones, 2021).

From the perspective of education policy, the findings of this research also highlight the need for greater support for the development of teacher training programs that can help educators integrate both traditional and modern elements in their teaching. Many teachers may not have the skills or knowledge necessary to combine technology with local values (Khan, 2022). Therefore, education policies need to accommodate professional training that focuses not only on the use of technology in education but also on ways to introduce and maintain traditions in the teaching-learning process (Fischer & Watson, 2019).

These teacher training programs could include introducing technology-based learning, developing skills in using digital media effectively, and understanding how to blend tradition-based teaching with modern approaches (Sholeh et al., 2024). In this way, teachers will not only be facilitators who impart new knowledge to students but also agents who can preserve and introduce cultural values and traditions in society (Norton, 2020). Such policies will also help improve the overall quality of education, as teachers will be better equipped to meet the increasingly complex learning needs of students (Patel & Thomas, 2021).



Education policy should also focus on improving technological infrastructure that is more inclusive and based on local needs. The development and equal distribution of technological infrastructure across regions should be a priority in education policy, especially in underdeveloped areas (Lee, 2021). Without adequate access to technological devices, implementing modern learning methods that integrate technology and tradition becomes very difficult, if not impossible. Therefore, the government and educational institutions must work together to provide technology that meets local conditions and needs, and ensure that every school has equal access to technology (Kumar, 2020).

This infrastructure development should not only include the provision of hardware such as computers or tablets but also the strengthening of stable and fast internet networks, which enable online learning and the use of digital educational platforms. Furthermore, policies that support the development of educational content that aligns with the local context should also be prioritized, so that technology becomes not just a tool to transfer general knowledge but also a means to introduce and preserve local culture through education (Hughes, 2022). A community-based approach can also be integrated into education policy. Collaborative teaching methods that involve students, teachers, and the community in the learning process can be one solution to link traditional elements with modernity. For example, inviting local figures to share knowledge or holding cultural arts classes that involve technology, such as traditional music classes that use digital tools, can be one way to combine both aspects (Martinez & Turner, 2021). Education policies that support these community-based approaches will further strengthen the relationship between schools and communities, while helping introduce traditional values in a more modern context (Nguyen & Lee, 2020).

The implications of this research for curriculum and educational policy highlight the importance of developing a more flexible curriculum that can integrate traditional values with modern learning approaches, as well as policies that support teacher training and the equitable distribution of technology infrastructure. With the right policies and an adaptive curriculum, education can serve as a means not only to transfer knowledge but also to preserve and develop local culture, producing a generation that is not only skilled in technology but also values and maintains their cultural heritage (Singh, 2021).



Contribution to Value-Based Learning

The results of this study affirm that value-based learning is crucial in addressing educational challenges in the era of globalization. Globalization often brings rapid changes, with demands to master technical skills and knowledge relevant to current developments. However, within this context, it is important to remember that education is not just about cognitive achievement and mastering technology, but also about character development and the formation of moral values that can guide students in interacting with an increasingly complex world (Davis, 2019). Value-based learning serves as the foundation that directs students to become not only competent individuals academically, but also responsible, ethical humans who are sensitive to social and environmental issues (O'Connell, 2020). In this regard, traditional values embedded in local cultures, such as mutual cooperation, respect for elders, and environmental sustainability, can serve as an ethical framework in the implementation of educational technology (Efendi et al., 2023). This is important because, while technology can bring many advantages to education, without a strong value foundation, technology can be used in ways that are less wise or even harmful (Griffiths & Howard, 2021).

In the face of rapid technological advancements, value-based education can serve to filter and guide the use of technology so that it remains aligned with societal norms and ethics (Barton & Smith, 2021). For example, in technology-based education contexts such as online learning, digital applications, or social media, values like mutual cooperation and respect for others are highly relevant to teach. In the use of technology, students are not only taught to master applications or technological devices but also to understand the importance of collaborating with others, respecting differences, and taking responsibility for the use of technology that does not harm others (Baker, 2020). In project-based or collaborative learning that integrates technology, students can be encouraged to work together in groups, share information and experiences, and apply values of mutual cooperation (Sholeh et al., 2024). This approach not only enhances students' social and collaborative skills but also shapes empathy and awareness of the needs and feelings of others, which are part of deep moral values (Davis & Thompson, 2020). In this way, value-based learning focuses not only on academic outcomes but also on the development of character and personality (Chen, 2021).



Environmental sustainability, which is also part of traditional values, can be integrated into the technology-based education curriculum. For example, in the use of technology in learning, students can be taught to consider the environmental impact of using digital devices or the energy required to run such technology. Furthermore, project-based learning involving sustainability topics, such as wise use of natural resources or waste management, can be integrated into technology-based learning programs (Jensen, 2020). With this approach, students will better understand the importance of preserving nature and taking responsibility for the use of available resources, which also contributes to character development with an awareness of the future of the planet (Black & White, 2020). When combined with technology, value-based learning not only produces individuals who are skilled in technology but also shapes them into change agents with deep moral and social insights. Students equipped with knowledge about responsible technology use, and who are valued and treated with moral principles, will be better prepared to face social and environmental challenges arising amid globalization (Lee & Wilson, 2020). They will not only become successful professionals but also individuals who contribute positively to society and the environment (Greenwood & Walker, 2021).

Value-based education also encourages the development of students' social and emotional intelligence, which is crucial in today's fast-paced and challenging life. Skills such as empathy, cooperation, wise decision-making, and social responsibility, which are often neglected in educational approaches that overly focus on technical skills, can be fostered through value-based education (Perez & Lim, 2021). Students with social and emotional intelligence will have the ability to address increasingly complex social and environmental issues and adapt to rapid changes (Jackson, 2021). This study shows that value-based learning plays a crucial role in education in the era of globalization. The integration of traditional values into technology-based education not only enhances students' technical competencies but also strengthens the moral, social, and environmental aspects that shape their character. Therefore, it is essential for educators, policymakers, and other stakeholders to consider the integration of traditional values into technology-based education to create a generation that is not only skilled in technology but also possesses high integrity and social responsibility (Nguyen, 2021).



CONCLUSION

The integration of traditional and modern educational theories opens up great opportunities for creating an inclusive, relevant, and sustainable education system. This approach combines the power of deep-rooted traditions with technological advancements and pedagogical innovations, resulting in more holistic education. However, the success of this integration cannot be achieved without support and awareness from all parties involved, including policymakers, educators, and the community. Their involvement is essential to create an educational environment that supports and facilitates the integration of traditional and modern elements in complementary ways.

Innovative education is not meant to replace tradition, but to align traditional values with the new needs arising from the progress of the times. Thus, tradition is not only preserved but also empowered in contexts that are relevant to the challenges and developments of today. Education based on this integration gives students the opportunity to develop the technical competencies needed in an increasingly advanced world, while still strengthening their character and morals based on local cultural values.

It is important for the education system to design a flexible and responsive curriculum that can accommodate proven traditional approaches in character building while introducing new tools and methods based on technology to enhance the learning experience. This study affirms that, while technology and innovation are crucial, local values and traditional cultures play an equally important role in shaping individuals who are not only intellectually sharp but also wise and socially and morally responsible.

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