

THE ROLE OF EDUCATION IN PROMOTING SUSTAINABLE SOCIAL CHANGE

Reviana Utari¹, Ayatullah²

^{1,2} Universitas Bina Bangsa

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Abstract

This research aims to analyze the role of education as an agent of social change in the context of local and global communities, as well as identifying how educational institutions contribute to community development through various learning approaches. The research method used is a literature study with a descriptive qualitative approach, which examines various previous research results and secondary data from scientific articles, international institutional reports, and case studies in various countries, including South Africa, Portugal, England and Indonesia. The research results show that education is capable of being a catalyst for significant social change through community involvement, inclusive non-formal education, strengthening entrepreneurship in the curriculum, and responsiveness to social and technological change. This study highlights the importance of collaboration between educational institutions and communities, innovation in the curriculum, and strengthening students' social and economic competencies. Recommendations from this research emphasize the need for government, educational institutions and society to expand strategic partnerships and strengthen sustainable community-based education programs to create positive and sustainable social change.

Key words: education, social change, community empowerment, entrepreneurship, adaptive curriculum

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I. Introduction

Education plays a very significant role in driving sustainable social change. As a transformative tool, education equips individuals with the knowledge, skills and values needed to face various increasingly complex and urgent

social challenges in the current era of globalization. Through a systematic learning process, education not only raises awareness about critical issues such as climate change and social injustice, but also empowers individuals to be actively involved in building a more just and sustainable society. Education for Sustainable Development (ESD) is one of the main approaches that emphasizes the integration of economic, social and environmental aspects in the education process, thereby encouraging a more holistic understanding of sustainability. By focusing attention on issues such as climate change, biodiversity, and environmental protection, ESD allows students to be more proactive in contributing to their communities (Abdallah et al., 2024). In addition, educational institutions are now increasingly adopting innovative pedagogical methods that encourage critical thinking and responsible decision making among students (Batista et al., 2024).

Apart from that, education also plays a strategic role in empowering the younger generation through social entrepreneurship education. This education encourages youth to recognize existing social challenges and create innovative and impactful solutions, thereby fostering a mindset oriented towards social change (Ramasamy et al., 2024). Through social entrepreneurship education, youth capacity to implement sustainable initiatives at the community level increases, ultimately contributing to the resilience and sustainability of local communities (Ramasamy et al., 2024). On the other hand, sustainable social change also requires structural transformation in the economic, cultural and governmental domains. Education must be able to adapt and support these structural changes in order to create a significant and sustainable impact (Yadav & Gulati, 2024). By instilling non-anthropocentric ethics and adaptive problem-solving skills, education can be a driving force in building individual and societal behavior that is more in line with the principles of sustainability.

Furthermore, education also contributes to the formation of morals and ethics which are the basis for realizing sustainable social development. Religious education, for example, plays a role in forming character based on universal values such as justice, honesty and patience, which are very important for creating responsible behavior towards the environment and society (Romlah & Rusdi, 2023). Education for sustainable development (SDGs), which is part of the global agenda, also seeks to form individuals who are not only aware of environmental and social challenges, but also have a commitment to overcoming them (Agustin, 2025). In a broader context, education also functions as a means of community empowerment, both through formal and non-formal education, as occurs in families and communities (Hudin et al., 2024). In rural communities, education that strengthens religious and social aspects has been proven to be able to produce a young generation who act as agents of change (Anggraeni & Darmaningrum, 2024).

Not only that, lifelong education with an adaptive curriculum and the use of the latest technology is also the key so that individuals are able to adapt to rapidly changing social, economic and technological dynamics (Ismatullah, 2025). To ensure the effectiveness of education in driving sustainable social change, collaboration is also needed between various parties, such as educational institutions, government and society. This multi-stakeholder partnership is very important to build an education system that is responsive to community needs and existing environmental challenges (Ismatullah, 2025). Therefore, education not only prepares individuals to be actively involved in society, but also plays a key role in encouraging sustainable social change through moral formation, community empowerment, innovation, and cross-sector partnerships. However, it needs to be acknowledged that structural barriers and systemic inequality are still serious challenges that need to be overcome so that the potential of education as a catalyst for sustainable change can be achieved optimally..

II. Theoretical Review

The Role of Education as an Agent of Social Change

Education has an important role in encouraging upward social mobility, especially for marginalized groups, by providing access to resources and networks that support increased economic prosperity (Rury & Mendez, n.d.). In riverine communities, education has been a catalyst for real social change, such as the increased participation of women in decision-making processes, indicating a significant transformation in gender dynamics and the empowerment of previously underrepresented groups (Muji, 2024). Apart from that, education also plays a dual role in preserving local culture and adapting to global challenges through a curriculum that represents cultural diversity and community values (Baiti et al., 2024). Strengthening cultural identity and social cohesion can also be achieved through the integration of sociological and religious approaches in language education, which emphasizes the contribution of education in cultural transformation (Rulyandi et al., 2024). However, behind this transformative role, the history of education reform shows that education systems often reflect broader social inequalities, so efforts to achieve social justice are very important to ensure equitable access to quality education. Therefore, innovation in educational approaches is urgently needed to overcome structural barriers and encourage stronger social cohesion, making education an effective tool in creating sustainable social change.

Sustainable Development

Sustainable development is a multidimensional approach that demands a balance between economic growth, environmental protection and social equality as a response to global challenges such as climate change, resource crises and social inequality. In the economic aspect, there is a shift from

conventional industrialization towards a model that prioritizes social welfare and ecological balance, as reflected in the Bhutanese Gross National Happiness paradigm which combines local knowledge and community empowerment. On the environmental side, reducing waste and responsible consumption of resources are the main strategies for maintaining ecosystem sustainability (Giordino & Crocco, 2022), while higher education institutions play a role by integrating sustainability issues into the curriculum to shape the awareness of future generations. In the social dimension, the community-based development model encourages the participation of marginalized groups in resource management and decision making, and involves the active role of stakeholders such as government, companies and NGOs in realizing inclusive sustainability goals (Wolters, 2023). Even though the movement towards sustainable development is gaining strength, the structural constraints of the still dominant global economic system fuel tensions between the need for growth and the importance of sustainability, indicating that the implementation of this concept remains complex and full of challenges in various sectors.

Empowerment

Empowerment is a broad concept that includes the process of giving individuals and communities greater control over their lives, enabling them to make decisions and achieve desired goals, and is recognized as important in various areas such as business, education, community development, and gender equality. In the work environment, empowerment increases motivation and productivity by creating a sense of ownership and self-confidence among employees, which in turn strengthens their competitiveness and ability to face challenges. In the educational context, empowerment plays a role in modernizing teaching practices and building collaboration between teachers and students, although there is still a risk of abuse of power by educators which can weaken student autonomy (Kabat, 2024). At the community level, especially coastal communities, economic

empowerment programs emphasize skills development and sustainable resource management, where the government acts as a regulator and facilitator in encouraging community participation (Insani et al., 2024). Women's empowerment is also a key element in increasing women's participation in decision making which has a broad impact on social welfare and poverty reduction. In the digital era, empowering refugees through technology and micro-credentials opens up access to education and increases their social inclusion, in line with the view that development is about expanding individual freedom and choice (Read et al., 2024). Although empowerment has many benefits, it also contains challenges, such as the potential for power distortions and difficulties in implementing effective strategies in various social and cultural contexts.

III. Methodology

This research uses a qualitative approach with literature study methods to explore the role of education in encouraging sustainable social change. The literature study was chosen because it allows researchers to analyze and synthesize previously published findings, which are relevant to the topic of sustainable development and the strategic role of education. This research examines various scientific publications such as journals, books and official reports published between 2023 and 2025, in order to obtain a comprehensive and up-to-date picture of the dynamics of education in the context of social change.

Data were collected through systematic searches on leading scientific databases such as Scopus, Web of Science, and Google Scholar. Keywords used include *"education for sustainable development"*, *"social change"*, *"empowerment through education"*, *"sustainable entrepreneurship"*, And *"structural transformation in education"*. Inclusion criteria include articles that discuss the relationship between education and issues of sustainability,

social change, community empowerment, and innovation in the education system. In addition, selected articles must be published in peer-reviewed journals and be relevant to the scope of the research theme.

The collected data was analyzed using the content analysis method (*content analysis*) to identify key emerging themes regarding the contribution of education to sustainable social change. The analysis was carried out through a process of categorization and interpretation of the findings in the literature, which were then grouped based on main dimensions such as education for sustainable development (ESD), youth empowerment, structural transformation, and the role of education in the formation of social ethics. The validity of the data was strengthened by triangulation of sources and consultation of primary literature from leading experts in this field.

IV. Result

Sustainability-Based Education as a Catalyst for Social Change

Sustainability-based education plays a strategic role as an agent of sustainable social change. This type of education functions as a catalyst in fostering critical awareness of the environmental, social and economic issues facing global society today. By integrating sustainability values into the learning process, students are not only invited to understand global challenges, but are also empowered to become agents of change who are able to drive transformation in their respective communities. This education focuses not only on mastering knowledge, but also on developing creative skills and active participation in sustainable social activities. This supports the opinion of Ahmad and Sosa (2025) who highlight that creativity in sustainability education is very important to produce innovative solutions and effective design thinking in overcoming environmental and social problems.

One of the most prominent dimensions of these findings is the role of creativity in building awareness and community involvement through education. Case studies show that the application of creative pedagogy in the learning process is able to trigger students' active participation in designing and implementing community-based projects that directly address sustainability issues at the local level (Ahmad & Sosa, 2025). For example, the Internet of Things (IoT) education program implemented at Abdurrah Vocational School Pekanbaru shows that technology can be used to increase energy efficiency in the school environment, as well as build a more environmentally friendly school culture (Arisandi et al., 2024). The same thing was also done through an environmentally based educational tourism program at Padjadjaran University, which succeeded in turning the campus into an open learning space as well as an educational tourism area that strengthened people's understanding of sustainability issues (Novianti et al., 2021). These two initiatives prove that creativity in the design and implementation of sustainability-based education can increase broad community involvement and encourage more inclusive social change.

Apart from increasing creativity and engagement, sustainability-based education also plays a significant role in encouraging socio-economic transformation of society. Field data shows that educational interventions carried out in river communities have had a positive impact on local socio-economic dynamics, such as increasing the involvement of women in conservation programs and the formation of community-based initiatives oriented towards environmental sustainability (Luna & Varela, 2024; Muji, 2024). On the other hand, vocational and non-formal education programs developed in these communities have made a real contribution to improving the skills and economic independence of local communities (Muji, 2024). The impact of this socio-economic transformation is seen not only in the aspect of increasing people's income and welfare, but also in changes in thought

patterns and behavior regarding the importance of maintaining the sustainability of the natural resources around them.

Furthermore, this research also highlights the role of education in shaping sustainable behavior among the younger generation. By utilizing interactive teaching methods, sustainability-based education has been proven to increase the adoption of environmentally friendly practices and awareness of the importance of sustainable lifestyles (Bucea-Manea-Toniş et al., 2024). In addition, neuroscience-based approaches integrated in educational curricula show significant results in promoting more responsible decision-making regarding daily consumption and behavior (Batista et al., 2024). With this approach, students not only understand the importance of sustainability from a cognitive aspect, but are also able to internalize these values in everyday life.

However, this research also identified a number of challenges that could hinder the effectiveness of sustainability-based education. Some of the obstacles found include strong cultural resistance to social change in several communities, as well as inadequate educational infrastructure in certain areas. This obstacle becomes a barrier to the implementation of optimal and sustainable education programs. To overcome this, a multi-stakeholder collaboration strategy through a model such as the Quintuple Helix (Imron & Anwar, 2019) is an effective solution in strengthening synergies between educational institutions, government, industry, civil society and the natural environment. Apart from that, participatory approaches such as Participatory Action Research (PAR) are also recommended so that the community can be more actively involved in designing and implementing sustainability education programs.

Thus, sustainability-based education has great potential to encourage meaningful social change. Through strengthening creativity, socio-economic transformation, establishing sustainable behavior, as well as collaborative

and participatory implementation strategies, education can be a key instrument in creating a more just and environmentally friendly society. Educational programs such as IoT training at Abdurrah Vocational School (Arisandi et al., 2024), educational tourism at Padjadjaran University (Novianti et al., 2021), to digital fraud prevention education that strengthens people's social literacy (Fauzi et al., 2023), show that appropriately designed educational interventions can have a broad impact on sustainable social change.

The Role of Curriculum in Instilling Social and Environmental Awareness

The curriculum has a central role in forming social and environmental awareness among students, especially in the midst of current global challenges related to issues of climate change and social injustice. Sustainability-oriented education relies heavily on the curriculum's ability to integrate environmental issues into relevant and contextual learning materials. A number of studies show that curriculum design that explicitly emphasizes environmental themes can increase students' understanding of ecological, social and cultural problems faced by modern society (Judijanto et al., 2024). By providing space for students to learn about these issues, the curriculum not only increases awareness, but also shapes behavior that supports sustainability in real life.

Furthermore, an interdisciplinary approach is becoming a strategy that is increasingly being adopted by educational institutions in various countries. This model has proven effective because it integrates environmental topics into various disciplines, from geography, economics, to languages and arts. China, for example, has successfully implemented cross-subject environmental education that encourages ecological literacy and a sense of collective responsibility for environmental conservation among students (Chen et al., 2024; Yadav, 2025). Apart from instilling a broader

understanding of the relationship between humans and nature, this approach also hones students' critical thinking skills needed to formulate solutions to complex environmental problems.

A curriculum that integrates social and environmental education is also strengthened by support for activities outside the classroom, such as extracurricular programs and direct involvement with the community. A holistic educational approach that links academic learning with real action in society encourages students to become actively involved in projects that promote sustainability. Research by Sharma et al. (2024) show that involvement in this kind of activity increases students' awareness of environmental issues while strengthening the values of social care and a sense of belonging to the surrounding community. Not only does it stop at the level of awareness, students are also encouraged to implement sustainable practices in everyday life, such as waste management, energy conservation, and wise use of resources.

In addition, problem-based learning and service learning approaches (*service-learning*) is increasingly relevant to apply to equip students with direct experience in dealing with environmental problems in the real world (Sharma et al., 2024). Through involvement in community projects or real case simulations, students are invited to identify challenges, design innovative solutions, and implement them collaboratively. This approach not only increases environmental awareness, but also hones the social, leadership and empathy skills that are so necessary to create sustainable social change.

No less interesting, the use of the language curriculum as a medium for introducing environmental themes has also proven effective. English learning materials, for example, can be integrated with sustainability content so that students not only learn linguistic skills, but also gain deeper insight into global environmental issues (Asi & Fauzan, 2024). This approach has

strategic value because it combines the development of students' communication competencies with critical awareness of the importance of sustainability, which can ultimately encourage the birth of a generation that is more concerned and ready to face global challenges.

The implementation of a pro-environmental curriculum is faced with a number of challenges, such as limited resources, lack of teacher training in the field of sustainability education, as well as a curriculum framework that is too rigid and not flexible enough to accommodate local needs. Therefore, there is a need for educational policy reform that is more adaptive and based on community needs to ensure the integration of social and environmental education runs optimally (Andaryani, 2023; Ihsan et al., 2023; Kholik, 2023; Retnowulan et al., 2024; Riyadi et al., 2025). By strengthening this aspect of the curriculum, education can act as the main driving force in building a society that is environmentally conscious, has character, and contributes actively to realizing sustainable social change.

The Influence of Education on Changes in People's Mindsets

Education has a very significant influence in encouraging changes in people's mindsets. Various studies prove that educational interventions have transformative potential in shaping individual attitudes and beliefs, ultimately contributing to the formation of a more inclusive and sustainable society. Educational interventions have been proven to improve mental well-being, reduce tolerance for violence, and improve student academic achievement in various social contexts.

One important aspect of the influence of education on people's mindsets is its impact on mental well-being. Schreiber and Schotanus-Dijkstra (2024) found that brief educational interventions, such as teaching about stress-enhancing perspectives, can trigger changes in thought patterns that support

improved emotional well-being. However, these changes will only be sustainable in the long term if they are consistently integrated into everyday life. This shows that education is not only an instrument for transferring knowledge, but also a strategic tool for establishing healthier psychological well-being in society.

Apart from that, education has also proven effective in reducing tolerance for violent behavior. A study conducted by Makate and Nyamuranga (2024) in Zimbabwe shows that educational reforms that increase access to education for women play a major role in reducing tolerance for violence against women, especially among individuals who experienced parental violence in childhood. These findings confirm that education can break the chain of dangerous intergenerational beliefs, as well as build a more egalitarian mindset and support gender justice.

The positive impact of education on changing people's mindsets is also reflected in the academic context. Hecht et al. (2023) revealed that interventions that encourage a growth mindset (*growth mindset*) in disadvantaged schools contributes to improving students' academic performance and aspirations. Programs like this are not only cost-effective, but are also an effective solution to addressing inequality in the education sector. However, Huillery et al. (2025) and Jones and McConnell (2023) note that these interventions also have the potential to widen disparities among the most vulnerable students if not accompanied by additional support for marginalized groups.

Furthermore, the influence of education on people's mindsets can also be seen through the development of critical and innovative skills. 21st century education requires strengthening critical thinking skills, collaboration and high literacy, all of which play a role in improving the quality of individuals so they are able to adapt to rapid social and technological change (Kodrat, 2019). A concrete example of this influence can be seen in the Muaro Jambi

Temple tourist area, where increased education also influences the behavior of local traders in adapting to the economic and cultural dynamics of the area (Samsussin & Hendrayani, 2019).

Apart from that, education also contributes to the formation of morals and character of society. Zuhafa (2019) emphasized that quality education not only improves learning outcomes, but also forms a better personality and strengthens moral values in everyday life. This is an important foundation for the development of a harmonious and sustainable society.

The influence of education on people's mindsets can also be understood through the lens of history and globalization. During the Renaissance in Europe, for example, the spirit of inquiry and a humanistic approach to education succeeded in changing the culture and education system, the influence of which is still felt today (Putri et al., 2025). On the other hand, globalization has had a significant impact on the modernization of the mindset of the younger generation, although it often also reduces their interest in local arts and traditions (Nurhasanah et al., 2021).

Thus, it can be concluded that education plays a strategic role in forming a mindset that is adaptive, critical, and oriented towards better social change. Through appropriate interventions, education can encourage society to be more open to innovation, more concerned about social issues, and better prepared to face growing global challenges.

Case Study of the Success of Education in Encouraging Social Change

The success of education in driving social change is reflected in various case studies that show its transformative capacity in shaping people's thinking and behavior. One example is the GADRA initiative in Makhanda, South Africa. This NGO successfully facilitated strategic partnerships between schools and communities, which in turn increased educational access and

participation for marginalized youth. This initiative shows that education based on cross-sector collaboration can overcome the challenges of inequality and build bridges for vulnerable groups to obtain better educational opportunities (Msomi, 2024).

In addition, non-formal education in Portugal is proof that approaches outside the formal education framework are capable of creating significant social change. This national program focused on study support has made a major contribution to improving academic outcomes, strengthening positive social behavior, and increasing student autonomy. The success of this program emphasizes the importance of community-based educational practices in empowering underserved communities to escape the cycle of social exclusion (Rodrigues et al., 2023).

Not only at the community level, education is also an instrument of social change in the context of institutional policies such as that carried out by the University of Wales Trinity Saint David. By integrating entrepreneurship education in teacher training, this institution has succeeded in fostering the creativity and entrepreneurial competence of educators. This has a direct impact on the birth of various innovative projects that bring positive change in society, emphasizing the strategic role of education in driving a broader social change agenda (Weicht & Jónsdóttir, 2021).

Meanwhile, in Indonesia, adapting education policies to the demands of the digital era has resulted in various initiatives that emphasize the importance of digital literacy and adapting the curriculum. This effort has proven effective in responding to rapid social change due to technological disruption, while ensuring that educational institutions remain adaptive and relevant for a society that continues to develop (Rohmadi et al., 2024).

Historically, education has also played an important role in influencing social dynamics, as reflected in the educational context in the United States. Since ancient times, education has functioned as a means of social

improvement as well as a reflection of existing inequality. However, ongoing inequalities in educational access and outcomes emphasize that education and social change have a complex and challenging relationship (Rury & Mendez, n.d.).

Case studies in Indonesia also enrich understanding of the contribution of education to social change. For example, MTs. Daarul Ikhlaash in South Sangatta has succeeded in integrating education with local social dynamics, presenting a curriculum that is responsive to social change and building values that strengthen community cohesion (Kullah & Yasin, 2024). In Bogor City, the waste bank program is a clear example of how environmental education encourages changes in community behavior in sustainable waste management (Nurhayati et al., 2024).

Apart from that, religion-based education also shows a positive impact in shaping social behavior. Through the Naqsabandiyah Tarekat education in Dukuh Tompe, the congregation experienced a change in attitude to be more patient and obedient thanks to the application of methods such as Taubat, Suluk, Zuhud, and Tawakkal (Abdullah, 2018). A similar approach is applied in Islamic Religious Education in secondary schools which combines digital technology and project-based learning methods, thereby successfully increasing students' participation and understanding of Islamic values (Jamil, 2023).

Finally, a study of social change in Bandung in the period 1810-1906 shows that local history education which is rich in the values of heroism and solidarity can be an effective tool for shaping the identity and character of the younger generation (Eka, 2021). These findings overall show that education, both formal and non-formal, has great potential to be a catalyst for sustainable and meaningful social change.

DISCUSSION

The success of education in encouraging social change has become the concern of many educational researchers and practitioners in various parts of the world. The findings in this study show that education not only plays a role in increasing individual literacy and skills, but also as a key agent in driving broader social transformation. As stated by Msomi (2024), through the case study of GADRA Education in South Africa, education based on collaboration between non-governmental organizations (NGOs) and formal education institutions is able to increase access and quality of education for marginalized communities. This is in line with research by Taufan et al. (2025) emphasized that inclusive and community-based education is able to break the cycle of poverty and improve social welfare in the long term.

Furthermore, the contribution of non-formal education in encouraging social change is also visible in the national program in Portugal reported by Rodrigues et al. (2023). This program is proven to improve learning outcomes, social behavior and student autonomy through a community-based educational approach. Non-formal education based on community participation has a positive correlation with increasing social cohesion and reducing social inequality (Warsilah, 2015). The implications of these results indicate that non-formal education programs not only improve participants' cognitive aspects, but also have an impact on strengthening social capacity and citizen involvement in community life.

In the realm of higher education, the University of Wales Trinity Saint David provides an example of how the integration of entrepreneurship education into the teacher curriculum can create social change through innovation (Weicht & Jónsdóttir, 2021). This approach shows that entrepreneurship education contributes to the formation of individuals who are more creative and proactive in dealing with socio-economic problems (Noventa & Dewangga, 2024). Thus, entrepreneurship-based innovation in the world of

education can become a driving force for social change that empowers society to create more relevant and contextual solutions.

Adaptation of Indonesian education policy to the digital era, as stated by Rohmadi et al. (2024), also reflects how education continues to evolve to respond to contemporary social challenges. Curriculum transformation that emphasizes digital literacy and technological skills has become a strategic step in preparing the younger generation to face dynamic social change. This is in line with the views of the OECD (2021) in the report "The Future of Education and Skills 2030" which emphasizes the importance of digital competency-based education to support sustainable development and social cohesion in an interconnected global society.

In Indonesia itself, MTs. Daarul Ikhlash in South Sangatta is a clear example of educational success in integrating social values into the curriculum and learning methods. Research conducted by Kullah & Yasin (2024) shows that a curriculum that is sensitive to local social dynamics is able to shape the character of students who are more adaptive and care about their social environment. These findings strengthen the results of previous research which emphasizes the importance of contextual education that adapts the curriculum to local culture and needs in order to create social change that is rooted in the community itself (Lasterman & Sihotang, 2024).

A case study of the waste bank program in Bogor City also proves that environmental-based education can encourage changes in community behavior in waste management (Nurhayati et al., 2024). The success of this program cannot be separated from collaboration between the community, policy makers and environmental education providers. This strengthens Bandura's (1983) Social Learning theory which explains that changes in social behavior can be achieved through observation and active participation in real practice. This shows that community action-based environmental

education programs are effective in increasing citizen awareness and participation in sustainable environmental management.

In the context of religion-based education, a study of the Naqshabandiyah Order in Dukuh Tompe shows that spiritual education is able to change the social behavior of the congregation towards a more patient, obedient and caring attitude towards others (Abdullah, 2018). These findings state that religious education, especially tarekat and Islamic boarding school-based ones, has a significant contribution to character formation and social transformation in Indonesia (Syafe'i, 2017). Religion-based education not only teaches religious knowledge, but also forms a positive social habitus in local communities.

Apart from that, learning Islamic Religious Education (PAI) in secondary schools which combines digital technology and innovative methods such as project-based learning also provides positive results in increasing student participation and understanding of Islamic values (Jamil, 2023). The use of technology-based learning methods in religious education increases student involvement and has an impact on the formation of religious character and social responsibility (Arjunnajata et al., 2024). Thus, innovation in PAI learning methods is an effective strategy in bridging the spiritual needs and social challenges of the younger generation.

Local history studies in Bandung in the period 1810–1906 also show that history education can strengthen collective awareness of social values such as solidarity and heroism (Eka, 2021). Locally based history learning is able to strengthen community identity and build students' critical awareness of the processes of social change occurring in their environment. Thus, local history education is not just about introducing the past, but also as a medium for building responsible social attitudes in the present.

Thus, this discussion shows that the success of education in encouraging social change lies in its ability to adapt to local needs and global challenges.

Whether through formal, non-formal education, entrepreneurship education, or religious and environmental-based education, all of these approaches have a significant contribution to the process of sustainable social transformation. However, challenges such as inequality in access and quality of education remain crucial issues that need to be addressed systematically, as stated by UNESCO (2020) in the "Global Education Monitoring Report" which highlights that there are still gaps in achieving the goal of inclusive and equitable educational development.

V. CONCLUSION

The success of education in encouraging social change is evident through community involvement and educational transformation. The GADRA Education Study in South Africa shows that collaboration between educational institutions and communities can overcome access gaps and improve the quality of learning outcomes for marginalized groups. Direct community involvement is a key factor that enables education to become an effective social empowerment tool.

Non-formal education also plays a significant role in encouraging social inclusion. Findings in Portugal show that community-based programs designed to support study success are able to improve students' academic and social skills, while building their autonomy. Thus, non-formal education becomes an important means of creating a more inclusive and empowering social environment.

The integration of entrepreneurship education into the curriculum, as carried out by the University of Wales Trinity Saint David, proves that strengthening entrepreneurial competence among educators can give birth to innovative projects that have a broad social impact. Education that

encourages creativity and entrepreneurial initiatives is proven to be in line with society's needs to face dynamic social and economic challenges.

Education policies that are responsive to social change, as implemented in Indonesia through curriculum adjustments and strengthening digital literacy, demonstrate the effectiveness of education in facing the challenges of the digital era. By ensuring that educational institutions remain adaptive to social and technological developments, educational transformation is able to maintain relevance and increase the competitiveness of the younger generation in global society.

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