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Navigating the 21st Century: The Triangle of Education's Holistic Approach to Spiritual, Entrepreneurial, and Technological Integration

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ABSTRACT

The aim of this study is to investigate the implementation of the Triangle of Education, a holistic learning framework that integrates spirituality, entrepreneurship, and technology with traditional knowledge. The study examines the transformation of the educational landscape, focusing on its impact on pedagogy, curriculum design, assessment, and resource allocation. Methodologically, the research involves an extensive review of educational literature, analysis of curricular changes in institutions that have adopted the Triangle of Education, and surveys and interviews with educators, students, and stakeholders. The findings reveal that the Triangle of Education presents a paradigm shift in education. It equips students with not only academic knowledge but also moral values, adaptability, and self-reliance. The study underscores the importance of teacher training, curriculum redesign, innovative assessment tools, and resource allocation to ensure the successful implementation of this framework. The research holds promising prospects for the future, as the Triangle of Education has the potential to revolutionize the educational landscape, reduce youth unemployment, and create a workforce capable of innovation and economic contribution. This study contributes to the ongoing discourse on redefining education to meet the evolving demands of the 21st century.

Keywords: *Curriculum redesign, Educational paradigm, Holistic learning, Technology integration, Triangle of education.*

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Introduction

The essence of learning extends beyond the acquisition of academic knowledge and encompasses the imperative of equipping learners with life skills relevant to their era. In light of this, educational facilitators, be they teachers or lecturers, are obliged to keenly discern the contemporary needs and adapt their approaches in response to these evolving challenges. It is imperative to recognize that, both presently and in the foreseeable future, learners will encounter multidimensional challenges inherent to the 21st century.

On a macroscopic scale, the 21st century is characterized by a confluence of at least six pivotal trends that exert profound influence. Foremost among these trends is the extraordinary digital revolution, which has wrought transformative changes across various facets of human existence, encompassing culture, civilization, society, and, significantly, education. Additionally, the century is marked by the intensification of global integration, driven by factors such as internationalization, globalization, multilateral relationships, advances in communication technology, and the evolution of transportation technology. This global landscape portrays a perceptible flattening, whereby fundamental shifts in the dimensions of human life are notably instigated by the globalization of nations, corporations, and individuals. The pace of change is a hallmark of the 21st century, with the world appearing to hurtle forward, space contracting, time compressing, and events evolving swiftly (Bhandari & Mathew, 2022; Turiman et al., 2012; Sullivan et al., 2021). The proliferation of knowledge societies, information societies, and network societies underscores the profound importance ascribed to knowledge, information, and network resources. Finally, the era has borne witness to the establishment of the creative century and creative societies, which underscore the paramount role of creativity and innovation as indispensable assets for individuals, companies, and communities. These six salient factors have engendered novel orders, measures, and requirements that deviate from those of the past, necessitating proactive responses within the realm of education (Ministry of Education and Culture, 2017).

On a micro level, the learning landscape of the 21st century is delineated by the imperatives of global education, encompassing Education for All (EFA), Education for Sustainable Development (ESD), Millennium Development Goals (MDGs), and World Literacy for Empowerment. Moreover, it is characterized by the emergence of fresh insights and ideas pertaining to specific educational dimensions. These

include revelations in the field of educational neuroscience, exploring the intricate relationship between brain functioning and the process of learning. The proliferation of diverse theories of intelligence further enriches this landscape. Novel paradigms of learning, such as blended learning and mindful learning, have gained prominence, alongside innovative policies governing the realm of pedagogy.

Furthermore, a paradigm shift has transpired in the role and function of education within society. This transformation extends to the responsibilities of educational institutions and the organizational structures they adopt. Consequently, these shifts have ushered in new challenges, requisites, and demands within the learning ecosystem. Furthermore, the 21st century has witnessed a surge in global openness and interaction on an unprecedented scale. In the context of Indonesia, the year 2015 marked a pivotal juncture, as it delineated the conclusion of diverse global and national agreements and policies across a spectrum of fields, spanning both educational and non-educational domains. In the realm of education, this year signified the culmination of Education for All, the Millennium Development Goals, and the national educational agenda. Consequently, the fundamental underpinnings of education necessitate restructuring and transformation to position learning as an increasingly potent force for Indonesia's role and advancement in the paradigm-shifting 21st century (Ministry of Education and Culture, 2017).

Among the various catchphrases characterizing the 21st century, Peter F. Drucker's reference to it as the "era of knowledge" stands out prominently. Knowledge has assumed a central role as the linchpin of human existence. The collective intellectual achievements of humanity constitute the bedrock upon which life is constructed. In a world where access to information and the ability to learn are of paramount importance, individuals who cannot engage in learning, unlearning, and relearning will find themselves disadvantaged. Consequently, literacy in the 21st century extends beyond the conventional definition of reading and writing, encompassing the capacity to engage in learning and adaptability. Thus, the contemporary landscape of competition is characterized by a "knowledge-to-knowledge competition," in which individuals, organizations, and societies that excel in knowledge emerge as frontrunners. Excellence in knowledge denotes that their human capital possesses a competitive edge in terms of knowledge when compared to their peers.

One salient feature of the contemporary knowledge era is the

establishment of a globalized, interconnected existence that transcends local boundaries. Scientific advancements have catalyzed rapid progress in the realm of information and communication technology, fostering an unprecedented interconnectedness among individuals and transcending geographical constraints. This phenomenon, often referred to as globalization, has enabled news and information to disseminate within seconds, rendering them accessible to a global audience. In this digital age, individuals are intricately connected in real-time through a myriad of sophisticated technological platforms. As a consequence, one's identity is no longer confined to being a citizen of a specific nation; instead, they effectively belong to the global community. They can directly witness events worldwide and actively participate in them through various digital means.

The transformative developments in science and technological innovations have exerted a profound influence across multiple domains, extending beyond the realms of economics, business, politics, and culture, to also reshape the landscape of education. The field of education faces the imperative of adaptability and flexibility in response to the forces of globalization, with the overarching objective of enhancing the quality of learning. The pivotal challenge lies in preparing graduates who are not only productive but also competitive in a global context. Consequently, school management, leadership, and educators are entrusted with the responsibility of guiding and inspiring learners throughout their educational journey, equipping them with the competencies essential for navigating the complexities of the 21st century.

Globalization introduces several elements that contribute to the enrichment of educational quality: (1) the cultivation of an academic environment that encompasses critical literacy skills, including reading, interpretation, analysis, synthesis, listening, comprehension, writing, elaboration, summarization, and oral communication; (2) the nurturing of a community of learners; (3) the continuous development of teaching professionals, empowering them to become "globally competent educators"; (4) the conceptualization and implementation of curriculum frameworks that integrate both global and local knowledge; and (5) the integration of soft skills and hard skills development. Each of these components constitutes integral considerations in the design of instructional programs (Gu, 2021; Berkovich & Benoliel, 2020; Yousefi et al., 2014).

In essence, 21st-century learning necessitates that educational

institutions become more adaptable to the evolving needs and demands of the era. It is imperative to adopt more effective pedagogical approaches to produce graduates who are not only adaptable but also capable of competing on a global scale. Consequently, comprehending and aligning with global educational imperatives becomes an essential obligation for educational policymakers at both the central and institutional levels (Spring, 2008; Bakhtiari & Shajar, 2011; Malinetskiy & Sirenko, 2020).

The foundational premise driving the imperative for educational reform is the conviction that all learners must be equipped with knowledge, skills, ethical values, work ethics, and a strong character to confront the challenges of the future. Ineffectively preparing learners may hinder them from realizing their full potential, with far-reaching consequences for economic, social, and political development. The attainment of these educational objectives is expected to yield graduates who possess critical thinking skills, problem-solving abilities, effective oral and written communication, collaborative aptitude, creativity, and innovation. Furthermore, they will be adept at applying scientific knowledge and technology in their daily lives. Through initiatives aimed at enhancing educational quality, the pathway to improving the educational landscape today is anticipated. Consequently, all stakeholders must embody an adaptive mindset to facilitate the effective implementation of these initiatives in practice (Bhandari & Mathew, 2022; Turiman et al., 2012; Sullivan et al., 2021).

The central focus of this research revolves around the mastery of three key domains: (1) the utilization of Information and Communication Technology (ICT), (2) the implementation of quality management practices, and (3) the reinforcement of entrepreneurship values and spirituality, encompassing moral character and kirneja. Proficiency in integrating information technology within the educational context is expected to yield added value, enhance the diversity of the learning process, and improve educational outcomes. Mastery of quality management in education is envisioned to enhance the efficiency and effectiveness of the learning process. Moreover, the cornerstone of this endeavor is the cultivation of critical thinking, problem-solving abilities, effective communication, collaborative skills, creativity, innovation, and the development of independence and piety. It is anticipated that the acquisition of these competencies will contribute to the enhancement of educational quality, promote overall development, and position the nation favorably in the global landscape of educational competitiveness.

At the institutional level, these three advantages collectively characterize what are commonly referred to as 21st-century exemplary schools.

Hence, the practice of quality management in educational institutions is deemed indispensable. To ensure the efficiency and effectiveness of quality assurance and improvement in the realm of education, all administrative functions should be directed towards providing services that not only meet but surpass national educational standards (SNP). Consequently, a concerted effort to expedite quality control and assurance in education is deemed essential.

Furthermore, the foundations of exemplary schools are built upon the challenges of the 21st century. The 21st century is often termed the era of the 4.0 industrial revolution, where digital technology, particularly the mastery of big data, the Internet of Things (IoT), and artificial intelligence (AI), assumes a pivotal role. Furthermore, the trend in digital technology, commencing from 2022 and beyond, is predicted to continue evolving and innovating, with the advent of blockchain and Web 3.0 representing the latest technological concept, commonly known as the metaverse. In brief, the metaverse can be conceptualized as a 3D rendition of the internet. In contrast to the historical mode of human interaction on social media, which has been confined to screen-to-screen encounters, the metaverse is perceived as a virtual environment that can be navigated with a more immersive 3D experience (Bhandari & Mathew, 2022; Sullivan et al., 2021; Zhang et al., 2022; Hwang & Chien, 2022). Therefore, we must prepare ourselves for the impending metaverse era, as this technology is anticipated to advance without bounds. Rejecting technology equates to rejecting the continuous intellectual evolution of humanity throughout history and is tantamount to defying the fundamental principles of life itself.

Moreover, the 21st century is characterized as the century of entrepreneurship, where entrepreneurship emerges as a new beacon of economic self-sufficiency. The optimism surrounding entrepreneurship is poised to nurture individuals who are self-reliant and capable of sustaining themselves. Fostering entrepreneurship is not confined to a mere profession but is also indicative of a resilient mental attitude and character. Entrepreneurial attributes, including resilience, determination, hard work, smart work, thoroughness, quality, and sincerity, are believed to underpin the dynamics of life.

The zenith of the 21st century is also characterized as the century of spirituality or spiritual awakening. While the term “spiritual awakening” may sound unfamiliar, it is conceivable that we have

experienced it, are currently experiencing it, or will experience it in the future. Some individuals refer to it as "enlightenment" or "spiritual awakening," while others describe it as "spiritual awareness." The study of spirituality garners significant interest from scholars, executives, and Western society in general, which often leans towards rationality and materialism. Western society, often characterized as "the affluent society," may possess physical robustness but is spiritually void and fragile. It may grapple with a sense of emptiness, loneliness amidst a crowd, or alienation. Despite material abundance, individuals within this society may feel impoverished, leading even celebrities, who enjoy popularity and material wealth, to explore the realm of spirituality (Bhandari & Mathew, 2022; Sullivan et al., 2021; Zhang et al., 2022).

These diverse dimensions position spirituality as the central core that interconnects all other facets. When technological accomplishments are divorced from spiritual depth, individuals run the risk of becoming spiritually desolate, resembling soulless automatons (spiritual emptiness). Similarly, entrepreneurial success, lacking spiritual clarity, can give rise to individuals who are physically robust yet spiritually vacuous, leading to feelings of isolation within a crowd and potential tendencies towards avarice and even fraudulence. These two attributes are sternly discouraged by Allah (SWT). Through meaningful learning processes, these pillars emerge as challenges that must be embraced and realized.

Therefore, knowledge and technology alone fall short in enabling individuals to lead a holistic and fulfilling life, encompassing both the physical and spiritual dimensions. Equally crucial is the cultivation of a strong sense of ethical awareness and morality. Moreover, individuals must possess unwavering faith to ensure that their knowledge serves a beneficial and purposeful role. As aptly stated by Einstein, "science without religion is lame, religion without science is blind." In this context, the absence of religion renders science impotent, and the absence of science leaves religion blind. Spiritual awareness, in this context, should be understood as an acknowledgment of Allah (SWT), an awareness of moral character or virtuous conduct rooted in the values of faith and piety, giving rise to virtues such as honesty, humility, and altruism.

Consequently, the essence of learning lies in leading individuals to a heightened level of consciousness, where they understand that their studies gain significance when they draw them nearer to Allah (SWT), instill a moral life, cultivate behavioral change and character, foster a

strong work ethic, nurture an ethical disposition towards others and the environment, and foster an awareness of their life's mission to do good and worship Allah (SWT). In this context, the Quran and Hadith, along with their linguistic comprehension, serve as wellsprings of inspiration for the learning process. Our endeavor is thus directed towards the construction of theories originating from the theological language of the Quran and Hadith, establishing a robust Islamic academic foundation. Subsequently, these normative values are transformed into a theoretical framework encompassing grand theory, middle theory, and operational theory, which can be translated into measurable and evaluable behavioral competencies (KPI).

Despite the 21st century being characterized as an era where science and technology hold sway, with self-reliance and entrepreneurship as its guiding principles, it does not guarantee that learners will discover authentic life meaning. What is needed is a comprehensive form of learning, where each learner can unearth the purpose and mission of their existence, and subsequently manifest and practice these values within themselves, their families, society, religion, and the nation. While we may celebrate the accomplishments of learners in the field of science or their attainment of lucrative positions and jobs, it is paramount not to lose sight of the fundamental life mission, which is to contribute to the well-being of others (khoirunnas anfauhum linnas) and to evolve into complete human beings (kaffah). In essence, this study aims to scrutinize and analyze the feasibility of implementing a novel educational model that prioritizes the enhancement of spirituality, entrepreneurship, and technology.

Methods

This research employs a qualitative approach involving document analysis and literature review. The qualitative approach was chosen because this research aims to deepen the understanding of the implementation of an educational model that focuses on enhancing spirituality, entrepreneurship, and technology. Literature review is conducted to gather information and insights from reliable sources relevant to the research topic.

The first step in this research methodology is the identification and selection of relevant literature sources related to the educational model under investigation. These literature sources include books, journal articles, research reports, and relevant documents. Subsequently, data from this literature will be analyzed to identify key themes and findings

related to the implementation of the educational model that encompasses aspects of spirituality, entrepreneurship, and technology.

Furthermore, document analysis will be conducted on existing educational policies and guidelines, both at the national and specific institution levels. This is done to understand the regulatory context and framework that influences the implementation of the educational model being studied. Throughout the research process, data triangulation will be employed among various literature sources and documents to ensure the accuracy of information and formulate consistent findings. The results of the analysis will be used to develop a theoretical and conceptual framework that supports the educational model encompassing spirituality, entrepreneurship, and technology.

This research will also incorporate interviews with education experts, practitioners, and relevant stakeholders to gain direct insights into the implementation of the educational model under investigation. Interviews will be conducted to gain a deeper understanding of the challenges, opportunities, and impacts of the educational model focusing on spirituality, entrepreneurship, and technology. The findings of this research are expected to make a significant contribution to the development of a holistic educational model that considers spiritual, entrepreneurial, and technological aspects in the endeavor to create individuals who lead meaningful lives and can positively contribute to society and the world at large.

Results and Discussions

Theological Perspective

As a rational being, humans possess remarkable abilities to solve various problems, including those related to education. Solving issues to enhance the quality of learning is considered a virtuous act or performing righteous deeds. When one does good, it yields goodness, just as wrongdoing begets evil. Allah Himself has promised in the Quran that those who perform acts of goodness will attain happiness and a good return, as stated in His words: *"Those who believe and perform righteous deeds, for them will be happiness and an excellent return."* (Q. Ar-Ra'd: 29) and *"Verily, those who believe and do righteous deeds. We will not allow the reward of one who does good to be lost."* (Q. Al-Kahfi: 30).

These values of goodness inherent in one's actions to produce something good are what, in management terms, are known as quality. These values are what must ultimately be pursued in every aspect of life.

Goodness, success, or the improvement of various life domains do not occur automatically. Individuals must strive earnestly to attain them. This formula applies across all fields, including education. Quality education must be actively sought, as it does not happen spontaneously. All parties involved in its administration are required to work diligently and make genuine efforts to achieve the best results in alignment with the educational objectives.

Conceptual Perspective

The swift evolution of technology and information dissemination has ushered in profound changes across various facets of human life. Just as we were adapting to the disruptions of the Fourth Industrial Revolution, a novel concept, Society 5.0, has emerged. Conceptually, the disparity between the Fourth Industrial Revolution and Society 5.0 is not substantial. The former is predominantly centered on industrial development, with artificial intelligence (AI) taking a pivotal role in shaping the future. In contrast, Society 5.0 places greater emphasis on human-centered contexts. Despite its reliance on cutting-edge technology, Society 5.0 positions humans as the central actors (Ydyrysbayev et al., 2022; Tavares et al., 2022; Hikmat, 2022).

The astounding pace at which the Fourth Industrial Revolution has unfolded has necessitated the abandonment of entrenched norms. Digital technology has been the propelling force behind the Fourth Industrial Revolution, with the amalgamation of artificial intelligence and the Internet of Things (IoT), supported by substantial data analytics, capable of processing vast datasets virtually and providing precise, effective, and efficient decision-making solutions (Tavares et al., 2022; Hikmat, 2022; Alvarez-Cedillo et al., 2019).

In response to these changes, advanced nations have begun anticipating various dynamics of transformation, including the advent of Society 5.0. Society 5.0 is a concept of a society rooted in humanity and underpinned by technology, originating in Japan. It emerges as an extension of the Fourth Industrial Revolution, recognizing the potential degradation of the human role in this technological surge. Society 5.0 was introduced in Japan in 2019 with the aspiration to address the challenges posed by the Fourth Industrial Revolution. This is achieved through the integration of the virtual and real worlds, harnessing technologies such as AI, robotics, IoT, and others to cater to human needs, allowing citizens to lead comfortable and fulfilling lives (Mansur et al., 2023; Alvarez-

Cedillo et al., 2019).

The era of Society 5.0 necessitates that societies leverage the technological innovations of the Fourth Industrial Revolution to enhance the meaningfulness of human life, especially in the realm of Education (management and Arabic language). This era signifies the emergence of a new societal archetype where scientific and technological innovation assume a central role. Its mission is to balance the social and communal issues that must be addressed in parallel with economic development. The Society 5.0 model embodies an intelligent, discerning, and highly literate society, capable of comprehending the various dimensions of life (Ydyrysbayev et al., 2022; Tavares et al., 2022; Hikmat, 2022).

This model emphasizes that the dignity of human beings must take precedence as the foremost and most significant consideration (humanity is the first and ultimate consideration). Thoughtful regard for humans as creators and users is founded on the principles that (1) Humans should not become victims of their own progress, including technological advancements, and (2) Humans and the natural environment must be esteemed in a balanced and equitable manner (Ydyrysbayev et al., 2022; Tavares et al., 2022; Hikmat, 2022).

So, what about Islamic studies? What demands are placed upon them to adapt to these changes? Society 5.0 presents a challenge to scholars in Islamic studies regarding how to position their knowledge as a source of mercy for all. The principle of artificial intelligence in the development of Society 5.0 necessitates that scholars in Islamic studies reinforce the Quran's role as a guide, a source of knowledge, and inspiration. This reinforcement involves integration with human internal potential (intellect, perception, and senses) into various software, hardware, and brainware devices. This integration is expected to yield more genuine utility and benefit.

Islam, as a religion, is an inextricable component of human life. It represents one of the elements within the global community undergoing transformations, much like the shift from the Fourth Industrial Revolution to Society 5.0. Islam is here as a source of mercy for all. Therefore, Islamic studies, with the Quran and Hadith as its foundation, aspires to foster a society that serves as a source of mercy for all. The Quran and Hadith contain numerous verses emphasizing the importance of humans reciting both spoken (qauliyah) and non-spoken (kauniah) verses, invoking the name of Allah, the Creator (Quran 96:1-5). Allah made the earth habitable and instructed humans to explore its reaches and utilize its resources. Humans are reminded that they will return to Allah

after resurrection (Quran 67:15). Additionally, Allah has provided humans with a clear path in life (Quran 80:20) (Abu Bakar, 2020; Chanifah et al., 2021; Abu Bakar et al., 2021).

These verses are not to be passively understood; they demand that humans utilize their internal potential (intellect, perception, senses) and external resources (environment and surroundings). This way, Islamic teachings, which encompass all aspects of human life, can inspire, activate, and catalyze humans to become trustees on earth (khalifah fil ardi) and complete servants of Allah. The era of Society 5.0 is both an inevitability and an opportunity, as well as a challenge to the existence of Islam as a religion. In essence, Islam should not merely be a subject of study but an ideology of liberation and transformation. Achieving this vision necessitates the creativity, innovation, and collaboration of like-minded individuals. As narrated by Anas RA in a hadith, the Prophet said, *"You are more knowledgeable about your worldly affairs"* (Narrated by Muslim). In another hadith, the Prophet also said, *"Whoever seeks happiness in both this world and the Hereafter should seek it through knowledge. And whoever seeks it in the Hereafter should seek it through knowledge. And whoever seeks both should seek them through knowledge"* (Narrated by Bukhari).

The Triangle of Education: A Holistic Approach to 21st Century Learning

The rapid evolution of the educational landscape in the 21st century necessitates a comprehensive approach to learning that extends beyond the traditional focus on knowledge acquisition. This paper introduces the concept of the Triangle of Holistic Education, which serves as a novel direction for 21st-century learning. The Triangle of Holistic Education encompasses not only the acquisition of knowledge but also the cultivation of faith and morality, the acquisition of life skills, and the ability to meet the demands of our contemporary era. This holistic and contextual learning paradigm is depicted in Figure 1.

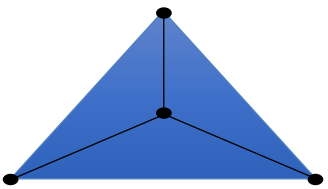

Figure 1. Triangle of Holistic Education

In this diagram, knowledge remains at the core of learning, acting as the gravitational center. However, knowledge should be dynamic and interconnected with three essential dimensions: Spirituality, Entrepreneurship, and Technology. Each of these dimensions plays a crucial role in shaping the modern learner, addressing the multifaceted challenges of the 21st century.

Knowledge: The Core of Learning

Knowledge stands as the foundation of the Triangle of Holistic Education. It is the heart and soul of all learning activities. Knowledge serves as the central reference point for various aspects of the learning process, including policies, paradigms, models, methods, strategies, applications, and practices. Therefore, any efforts to enhance and advance the field of education must be firmly rooted in the development of scholarship. This academic focus extends to policy-making, curriculum design, teaching methodologies, learning practices, and the educational environment. Moreover, knowledge is the linchpin for individual and societal well-being.

Renowned management and innovation expert, Drucker (1999), aptly describes the 21st century as the knowledge era. In this era, individuals devoid of knowledge, insights, and information will find themselves ill-equipped to secure their place in a society characterized by high competition. The mastery of scholarly insights becomes a fundamental competence expected of every individual. Those lacking the knowledge or insights required to navigate life's challenges or those who remain uninformed will possess diminished bargaining power in the eyes of their peers.

Spirituality: The Moral and Ethical Dimension

While knowledge is a vital component of learning, it alone cannot ensure a well-lived life and a sound mind. Thus, a strong emphasis is placed on the dimension of spirituality within the Triangle of Holistic Education. This dimension encompasses faith, religiosity, morals, and normative values. It acknowledges the importance of ethical and moral consciousness in the learning process.

Faith plays a pivotal role in ensuring that the knowledge individuals acquire is beneficial and purposeful. The significance of spirituality in education stems from its primary objective: to transform individuals comprehensively. This transformation goes beyond the cognitive aspect and extends to the emotional, affective, and moral-spiritual dimensions.

Education should produce not only knowledgeable individuals but also individuals who can apply their knowledge and the values they acquire to construct a virtuous life.

The saying *"Man Izdada 'ilman wa Lam Yazdad Hudan Lam Yazdad Minallahi iLLa Bu'dan"* underscores the critical role of spirituality in education. It highlights the idea that learning should serve as a guiding light, connecting knowledge to an individual's relationship with a higher power and fostering moral and virtuous values. Neglecting the spiritual dimension in education results in knowledgeable individuals who lack moral integrity, understand evil but engage in it, and possess insights but pursue personal gain.

Entrepreneurship: Fostering Self-Reliance and Innovation

Holistic education extends beyond knowledge and spirituality; it also emphasizes entrepreneurship as a fundamental dimension. Entrepreneurship encompasses self-reliance, creative thinking, and the courage to build one's life independently, free from dependence on others. It is a vital competence required to thrive in the modern world of work and meet the demands of a competitive and dynamic job market.

The importance of entrepreneurship lies in the fact that graduates of education should not become unemployed scholars who struggle to secure employment, income, and eventually become burdens to their families and society. Graduates should lead prosperous lives, not just in terms of knowledge and spirituality but also economically. A person's educational journey is assessed by society, and an educated individual who relies on others for personal needs indicates a deficiency in their educational path. Therefore, being educated does not necessitate wealth, but education should equip individuals with the ability to be self-sufficient and ideally contribute to their communities.

Technology: Embracing the Transformative Power of the Digital Age

The final dimension of the Triangle of Holistic Education acknowledges the transformative potential of technology in the modern era. In an age characterized by rapid technological advancements, learners must be well-versed in adapting to the evolving landscape.

This dimension emphasizes the importance of technical skills, operational abilities, and the capacity to swiftly process and utilize information. It recognizes the pivotal role of technology, including artificial intelligence (AI) and the Internet of Things (IoT), in shaping contemporary life. Individuals who fail to grasp how technology operates

and its integration with knowledge will find themselves confined to outdated, expensive, and inefficient methods, contrary to the ever-evolving laws of life.

The Triangle of Holistic Education presents a comprehensive framework for 21st-century learning, encompassing knowledge, spirituality, entrepreneurship, and technology. This paradigm recognizes the multifaceted challenges of our contemporary era and strives to equip learners with the skills and values necessary to thrive in a complex and dynamic world. It emphasizes the critical role of each dimension, ensuring that education transcends the boundaries of traditional knowledge acquisition and fosters well-rounded, capable individuals ready to face the challenges of the 21st century.

In light of these considerations, it is imperative that the educational process instills a profound awareness and mastery of technical elements, while also nurturing the aptitude for effective and efficient work. Furthermore, it should foster the capacity to adapt to the challenges of our rapidly evolving era or pragmatically apply the principles of knowledge. In practical terms, the quality of graduates is undeniably intertwined with literary benchmarks, where expertise in Mathematics, Science, and Reading stands as the primary yardstick of an individual's educational prowess. Remarkably, these three domains are intrinsically interwoven with technology and its multifaceted components. Those who fail to command technology are relegated to being mere consumers of technological advancements. Their deficiency in digital literacy, a quintessential trait of our age, leaves them adrift in a vast sea of information, unable to harness its potential for enhancing their lives. Thus, accentuating the technological facet within the realm of education signifies a profound alignment with the evolving societal values.

This profound alignment with the modern age can be aptly elucidated by the wisdom conveyed in the words of Ali ibn Abi Thalib: *"Educate your children in harmony with their epoch, for they reside in their time, not in yours. They are indeed crafted for their era, just as you were sculpted for yours."* The Projection of Learning within the framework of the Triangle of Holistic Education seamlessly amalgamates three pivotal dimensions: spirituality, entrepreneurship, and technology, with knowledge serving as the nucleus. The curricular contents, assimilated by learners, transcend the boundaries of traditional subject matter, encompassing values that nurture a profound sense of accountability to the divine, ethical and moral uprightness, self-reliance, creativity, and adaptive competencies. These dimensions aptly align with

the dynamic requirements and distinctive attributes characterizing the contemporary landscape faced by graduates of the educational system.

Application of the Triangle of Education

The formulation of the holistic learning triangle concept is, fundamentally, a response to the challenges of the contemporary era and the realities of modern life. These challenges prominently underscore the mastery of knowledge, technical skills, competitiveness, self-reliance, and the pervasive influence of information dissemination through digital technology. Often, these circumstances drive individuals to excel in technical and practical skills, sometimes at the expense of overlooking the ethical and noble values inherent in education. While economic prosperity can be achieved, it does not inherently guarantee moral betterment. In light of the demands of our times, this concept must be practically implemented to yield meaningful results.

This transformation commences with a paradigm shift in the actions undertaken by the key stakeholders involved in the educational process: administrators, educators, and students. At the school level, this entails:

A reorientation of the objectives and aims of learning. This change is effectuated by establishing a clear framework for teachers or educators concerning the intended outcomes of the learning process for which they are responsible. Learning must encompass the three previously delineated aspects: spirituality, entrepreneurship, and technology as the values and attitudes expected to emanate from the students.

The adaptation of the curriculum and the execution plan for learning. For each fundamental competency, core competency, and competency achievement indicator, the points of focus should not solely revolve around cognitive-rational abilities but should also extend to the development of attitudes and behaviors applicable in real-life scenarios. These areas should be further emphasized, especially with the inclusion of entrepreneurship and technology. A similar emphasis should be placed on the educational materials provided to the students. Teachers must ensure that students not only gain a practical and contemporary understanding of the subject matter but also cultivate values and awareness that empower them to be self-reliant, technically adept, adaptive, and competitive. Therefore, in the implementation plan for learning, teachers must translate various curriculum requirements into tangible actions aimed at realizing the values and awareness centered on these three elements.

The facilitation of brainstorming sessions and the activation of tangible spaces for students' interests and talents. Students necessitate practical activities to harness and refine their potential and talents, ultimately transforming them into practical skills. Various extracurricular activities should not be neglected as mere outlets for stress relief and entertainment. Instead, they should be regarded as spaces where students engage in real-world simulations, preparing them for competition, self-sufficiency, and creativity upon graduation. Educational institutions should establish partnerships with external organizations to facilitate students' brainstorming processes, ensuring that they do not become complacent and perceive the learning process as a mere obligation but, rather, as a meaningful journey.

The integrated implementation of learning encompasses three fundamental components: spirituality, entrepreneurship, and knowledge. This integration aims to cultivate students who are spiritually enlightened, scientifically proficient, and characterized by resilience. This concept implies that genuine success is achieved when individuals are guided by Divine Guidance as the source of their spiritual life, as revealed in the Quran. It also draws inspiration from the resilient character exemplified in the entrepreneurship of the Prophet Muhammad, along with the mastery of knowledge and technology as measurable behavioral competencies.

The application of the Triangle of Education presents a significant shift in the traditional paradigms of learning. While the concept has shown promise in addressing the challenges of the modern age, it is not without its own set of challenges and considerations.

Teacher Training: Implementing this new approach necessitates extensive teacher training to adapt to the updated pedagogical strategies. Teachers must be well-versed in the integration of spirituality, entrepreneurship, and technology into their teaching methodologies. Continuous professional development and resources are essential to empower educators in this endeavor.

Curriculum Redesign: A comprehensive curriculum redesign is indispensable to align with the principles of the Triangle of Education. It demands an intricate balancing act to include spiritual, entrepreneurial, and technological aspects without overshadowing the fundamental subject matter. This requires the collaboration of curriculum developers, educators, and educational experts.

Assessment and Evaluation: Traditional assessment methods may prove inadequate in measuring the holistic development of students in

this new educational framework. Innovative assessment tools that evaluate not only cognitive skills but also the integration of spirituality, entrepreneurship, and technology are needed.

Resource Allocation: Ensuring access to technological resources and fostering an environment conducive to entrepreneurship may pose resource challenges for educational institutions, particularly in underprivileged areas. Adequate resource allocation is paramount to maintain educational equity.

In terms of future prospects, the Triangle of Education has the potential to revolutionize the educational landscape. By integrating spirituality, entrepreneurship, and technology with traditional knowledge, it equips students with a more comprehensive skill set to thrive in the 21st century. This model promotes not only academic excellence but also ethical values, adaptability, and self-reliance. Moreover, by fostering entrepreneurship, educational institutions can play a pivotal role in reducing youth unemployment and creating a workforce with the capacity to innovate and contribute to economic development.

Conclusions

The Triangle of Education represents a contemporary response to the multifaceted challenges of our times. It is a holistic approach that integrates spirituality, entrepreneurship, and technology into traditional education. This model strives to create students who are not only knowledgeable but also morally upright, self-reliant, and adaptable to the ever-evolving demands of the digital age.

The success of the Triangle of Education hinges on robust teacher training, curriculum redesign, innovative assessment methods, and resource allocation. By addressing these challenges, educational institutions can prepare students to excel academically and contribute positively to society. This model has the potential to transform education into a powerful catalyst for individual and societal growth, fostering well-rounded individuals capable of navigating the complexities of the 21st century.

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