

## INNOVATIONS IN TECHNOLOGY-BASED LEARNING TO ENHANCE 21ST CENTURY COMPETENCIES

**Joko Sugiarto \***

Pascasarjana IAI At-Taqwa Bondowoso

[jokosugiartoaris@gmail.com](mailto:jokosugiartoaris@gmail.com)

**Widjanarko**

Institut Bisnis dan Informatika KOSGORO 1957

[widjanarko.wi@yahoo.com](mailto:widjanarko.wi@yahoo.com)

**Moh. Imron Rosidi**

[mohimronrosidi@ung.ac.id](mailto:mohimronrosidi@ung.ac.id)

Universitas Negeri Gorontalo

### Abstract

Innovations in technology-based learning have become a key focus in the effort to improve 21st century competencies. This research examines the latest technological approaches in education and their impact on the development of critical skills needed in the digital era. The method used includes literature analysis. Results show that the integration of technologies such as artificial intelligence, virtual reality and adaptive learning has great potential in improving learners' problem-solving, creativity, collaboration and digital literacy. However, the research also identified challenges such as the digital divide and the need to improve educators' competencies. In conclusion, technology-based learning innovation requires a holistic and sustainable approach, involving all stakeholders to maximise its potential in preparing a generation ready for the challenges of the 21st century.

**Keywords:** Innovation, Learning, Technology, 21st Century Competencies.

### Introduction

The rapid development of technology in the 21st century has brought significant changes in various aspects of life, including in education. The digital age has brought about major changes in the way we access, deliver and process information in the context of learning. From the use of personal computers in the classroom to sophisticated e-learning platforms, technology has expanded the horizon of education beyond the boundaries of time and space. (Sitopu et al., 2024); (Guna et al., 2024); (Fawait et al., 2024).. Innovations such as Massive Open Online Courses (MOOCs), Learning Management Systems (LMS), and mobile education applications have democratised access to knowledge, allowing learners from diverse backgrounds to access high-quality learning materials from anywhere at any time.

Technology has also enabled a more personalised and interactive approach to learning. Artificial Intelligence (AI) and machine learning are now being used to analyse student learning patterns and tailor learning materials to individual needs. Augmented

reality (AR) and virtual reality (VR) technologies open up new dimensions of visualisation and simulation, allowing learners to experience abstract concepts in a more real and immersive way. (Eneng, 2023). Meanwhile, blockchain technology is beginning to be applied to verify academic credentials, increasing security and trust in the education system. These developments are not only changing the way we learn and teach, but are also driving a paradigm shift in education, towards a more flexible, inclusive and 21st century skills-orientated model. (Misra, 2023).

The impact of these changes demands a transformation in the education system to prepare young people for increasingly complex global challenges. 21st century competencies, which include critical thinking, creativity, communication and collaboration skills (4Cs), are becoming a major focus in curriculum development and learning methods around the world. (Sajidan et al., 2023)..

However, conventional education systems often struggle to develop these competencies effectively. Traditional teaching methods that are teacher-centred and rely on memorisation are no longer adequate to meet the needs of learners in the digital era. As a result, there is a gap between the skills that graduates have and the demands of the world of work and the global community (Redlo, 2021).

On the other hand, the development of information and communication technology (ICT) opens up great opportunities for innovation in learning. Technologies such as e-learning, mobile learning, augmented reality (AR), virtual reality (VR), artificial intelligence (AI), and game-based learning offer the potential to create learning experiences that are more interactive, personalised, and relevant to the needs of 21st century learners. (Syakhrani & Aslan, 2024); (Sartika & Fransiska, 2024).

Nonetheless, the integration of technology in learning is not without challenges. Some of the problems that are often faced include the digital divide and unequal access to technology, Lack of teacher readiness in adopting and utilising learning technology, Limited infrastructure and resources in various educational institutions, Concerns about data security and privacy in the use of educational technology and Potential negative impact of technology on social interaction and mental health of learners. (Redlo, 2021).

Given the importance of technology-based learning innovations in developing 21st century competencies, as well as the complexity of the challenges faced, a comprehensive study is needed to understand the state-of-the-art of technology-based learning innovations and their impact on learner competency development. This research aims to review current literature to identify trends, best practices, challenges and opportunities in the implementation of technology-based learning innovations to improve 21st century competencies.

## **Research Methods**

The study in this research uses the literature method, which is a research approach that focuses on collecting, analysing, and synthesising information from

various written sources relevant to the research topic. This process involves a systematic search of books, journal articles, research reports, theses, dissertations, and other credible sources to identify, evaluate, and integrate existing findings. (Helaluddin, 2019); (Sanusi, 2015). Researchers use this method to build a comprehensive understanding of the state of the art of a field, identify gaps in existing knowledge, formulate new research questions, or provide a theoretical foundation for empirical studies. In doing so, researchers typically follow systematic steps that include formulating a research question, searching the literature, screening and selecting sources, extracting data, analysing and synthesising information, and drafting a coherent and critical report. This method is essential in building scientific arguments, identifying research trends, and positioning new studies within the broader context of knowledge. (Wekke, 2020).

## **Results and Discussion**

### **Technology-based Learning Innovation**

Technology-based learning innovations have dramatically changed the educational landscape in recent years. The integration of technology in the teaching and learning process not only improves the efficiency and effectiveness of learning, but also opens up new opportunities for a more interactive and personalised educational experience. (Celume, 2022). One of the most significant innovations is the development of online learning platforms and learning management systems (LMS) that allow access to educational materials anytime and anywhere. This has facilitated the emergence of blended learning and flipped classroom models, where students can study materials independently before participating in discussions and practical activities in the classroom (Rajaram, 2021).

The use of Augmented Reality (AR) and Virtual Reality (VR) technologies in education is another innovation that brings a new dimension to visualisation and learning experiences. These technologies allow students to explore complex concepts in an immersive 3D environment, making learning more engaging and memorable. For example, in biology lessons, students can virtually "explore" the anatomy of the human body, or in history lessons, they can "visit" historical sites from different eras. (Awoyemi, 2021).

Artificial Intelligence (AI) and machine learning are also starting to play an important role in personalising learning. AI-based systems can analyse students' individual learning patterns, identify their strengths and weaknesses, and tailor learning materials according to each student's specific needs. This enables a more adaptive and effective approach to learning. In addition, AI-powered educational chatbots and virtual tutors are being utilised to provide instant assistance and feedback to students, increasing the accessibility of learning support outside of traditional classroom hours. (Kirschner, 2020).

Finally, the development of mobile technology and educational apps has made learning more flexible and accessible. Apps for learning languages, maths, science and many other areas are now available at the fingertips, allowing students to learn on the move. Gamification, or the application of game elements in an educational context, is also becoming an increasingly popular trend, capitalising on students' intrinsic motivation to increase engagement and knowledge retention. (Sihawong & Phuseeorn, 2023).. All these innovations not only change the way we learn and teach, but also prepare learners with essential digital skills for success in the digital age.

### **Impact of Technological Innovation on 21st Century Competencies**

Technological innovation has had a significant impact on the development of 21st century competencies, which include critical thinking, creativity, communication and collaboration skills. With widespread access to information through the internet and digital platforms, critical thinking skills have become increasingly important. (Judijanto et al., 2024); (Iksal et al., 2024). Students not only need to be able to find information, but also to evaluate the credibility of sources, analyse data, and make logical conclusions. Technologies such as data analysis and visualisation tools help develop these skills by allowing students to process and interpret complex information more effectively.

Creativity, as one of the key competencies of the 21st century, has also received a major boost from technological innovation. Digital tools such as graphic design, video editing and programming software open up new opportunities for creative expression and innovative problem-solving. Students now have access to various platforms that allow them to create multimedia content, design virtual products, or even develop apps and games. This not only enhances their creativity but also prepares them for innovation-demanding roles in the future. (Luić, 2022).

When it comes to communication and collaboration, technology has revolutionised the way we interact and work together. Social media platforms, online collaboration tools and video conferencing technologies enable real-time communication and remote collaboration. Students can engage in global projects, exchange ideas with peers from different parts of the world, and develop cross-cultural communication skills that are crucial in the age of globalisation. (Rajaram, 2021). The ability to communicate effectively through various digital media and collaborate in virtual teams has become a highly sought-after skill in the modern world of work.

Lastly, technological innovation is also driving the development of digital literacy as an essential 21st century competency. This includes the ability to use, understand and create digital content effectively and ethically. As more and more aspects of life rely on digital technologies, the ability to adapt quickly to new technologies, understand cybersecurity, and manage digital identities is becoming increasingly crucial. (Roemintoyo & Budiarto, 2021). Schools and educational institutions are now

incorporating digital literacy development into their curriculum, ensuring that students are not only passive consumers of technology, but also smart users and responsible producers of digital content.

### **Challenges and Opportunities of Technological Innovation for 21st Century Competence**

Technological innovation brings a number of significant challenges in the development of 21st century competencies. One of the key challenges is the digital divide, where not all students have equal access to technology and the internet. This can create inequalities in the development of essential digital skills (Marakovits, 2021). In addition, the rapid pace of technological change demands constant adaptation of education systems and curricula, which are often difficult to keep up with. Teachers and educators also face the challenge of updating their own skills to effectively integrate technology in teaching. (Fotso, 2024).

On the other hand, technological innovation also opens up great opportunities to improve 21st century competencies. Adaptive learning technologies and artificial intelligence (AI) enable better personalisation of education, tailoring learning experiences to students' individual needs and learning styles. This can improve learning effectiveness and help students develop better critical thinking and problem-solving skills. In addition, virtual reality (VR) and augmented reality (AR) technologies open up possibilities for immersive learning experiences that can enhance understanding of complex concepts and encourage creativity. (Muid, 2024).

Another challenge that arises is the need to balance the use of technology with the development of interpersonal and social-emotional skills. Over-reliance on digital interactions can reduce face-to-face communication skills and empathy. However, this also opens up opportunities to develop educational programmes that intentionally combine digital skill development with social-emotional skills. For example, online collaborative projects can be designed to enhance not only technical skills but also teamwork and leadership abilities. (Kautsar, 2023).

Another huge opportunity lies in technology's ability to expand access to quality education. Massive Open Online Courses (MOOCs), distance learning platforms and open educational resources allow more people to access higher-level education and skills development. This can help democratise education and give more individuals the opportunity to develop the 21st-century competencies necessary for success in the future. (Williams, 2021). The challenge is to ensure that these opportunities are widely accessible and that the quality of online education remains high. With the right approach, technological innovation can be a powerful tool to address the global skills gap and prepare future generations to face the challenges of the 21st century. (Juliani & Aslan, 2024); (Mariska & Aslan, 2024).

Furthermore, technological innovation also brings challenges and opportunities in the context of digital security and ethics. On the one hand, the increasing use of technology in education and daily life poses risks to cybersecurity, data privacy and misuse of information. This creates an urgent need to develop strong digital literacy competencies, including the ability to critically evaluate information, protect personal data and use technology ethically. (Akhwani, 2020). This challenge also opens up opportunities to integrate cybersecurity and digital ethics education into the curriculum, better preparing students to deal with the complexities of the digital world.

As such, technological innovation brings a significant duality of challenges and opportunities to the development of 21st century competencies. Key challenges include Overcoming the digital divide, Adapting education systems quickly, Balancing digital with social-emotional skills, Ensuring safety and ethics in the use of technology, Meanwhile, emerging opportunities include Personalisation of learning through adaptive technologies, Immersive learning experiences with VR and AR, Democratisation of education access through online platforms and Development of critical digital and media literacy skills.

To effectively utilise these opportunities while addressing the challenges, a holistic and collaborative approach from all stakeholders in education is required. This involves Continuous investment in technology infrastructure and teacher training, Curriculum development that is flexible and responsive to technological change, Focus on developing critical thinking, creativity, and problem-solving skills, Collaboration between educational institutions, industry, and policy makers.

With the right approach, technological innovation can be a powerful catalyst for developing the 21st century competencies necessary for future generations to succeed in an ever-changing world. However, it is important to remain critical and reflective in the adoption of technology, ensuring that its use is always centred on improving learning outcomes and holistic human development.

## **Conclusion**

Innovations in technology-based learning have opened up great opportunities to improve 21st century competencies. Through the integration of technologies such as artificial intelligence, virtual reality and adaptive learning, education can now be more personalised, interactive and relevant to real-world needs. These technologies enable the development of critical skills such as problem-solving, creativity, collaboration and digital literacy, which are essential for success in the digital age. However, the application of these technologies also brings challenges, including the digital divide and the need to continuously update infrastructure and educator competencies.

To maximise the potential of technological innovation in education, a holistic approach involving all stakeholders is required. This includes continued investment in digital infrastructure, adaptive curriculum development and comprehensive educator

training. More importantly, the focus must remain on the primary goal: improving learning outcomes and preparing learners for future challenges. With a balanced and learner-centred approach, technology-based learning innovations can be a powerful catalyst in shaping a generation that is prepared for the complexities of the 21st century, globally competitive and able to contribute positively in a changing society.

## References

- Akhwani. (2020). Integration of TPACK as a Basic Framework for 21st Century Learning: An Analysis of Professional Teacher Competencies. *Proceedings of the 1st International Conference on Information Technology and Education (ICITE 2020)*, Query date: 2024-11-13 15:48:35. <https://doi.org/10.2991/assehr.k.201214.251>
- Awoyemi, R. A. (2021). Core Competencies and Innovation for Library and Information Science Professionals in 21st Century Digital-Based Environments. *Research Anthology on Collaboration, Digital Services, and Resource Management for the Sustainability of Libraries*, Query date: 2024-11-13 15:48:35, 74-90. <https://doi.org/10.4018/978-1-7998-8051-6.ch005>
- Celume, M. M.-P. (2022). BEYOND EDUCATION: DEVELOPING 21ST CENTURY COMPETENCIES THROUGH ONLINE LEARNING PROGRAMMES AMONG INTERNATIONAL YOUNG STUDENTS. *EDULEARN Proceedings*, 1 (Query date: 2024-11-13 15:48:35), 1944-1944. <https://doi.org/10.21125/edulearn.2022.0511>
- Eneng, E. M. (2023). 21st Century Skill-based Citizenship Competencies in Vocational Education. *Journal of Sociotechnology*, 22(2), 190-199. <https://doi.org/10.5614/sostek.itbj.2023.22.2.5>
- Fawait, A., Siyeh, W. F., & Aslan, A. (2024). ISLAMIC EDUCATION MANAGEMENT STRATEGIES IN IMPROVING THE QUALITY OF LEARNING IN MADRASAS. *Indonesian Journal of Education (INJOE)*, 4(2), 657-665-657-665.
- Fotso, G. M. N. (2024). Generational differences on the leadership competencies for the 21st century: A literature review. *International Journal of Work Innovation*, 5(1). <https://doi.org/10.1504/ijwi.2024.10060703>
- Guna, B. W. K., Yuwantiningrum, S. E., Firmansyah, S, M. D. A., & Aslan. (2024). Building Morality and Ethics Through Islamic Religious Education In Schools. *IJGIE (International Journal of Graduate of Islamic Education)*, 5(1), 14-24. <https://doi.org/10.37567/ijgie.v5i1.2685>
- Helaluddin. (2019). Getting to Know the Phenomenological Approach: A Qualitative Research. Query date: 2024-05-25 20:59:55. <https://doi.org/10.31219/osf.io/stgfb>
- Iksal, I., Hayani, R. A., & Aslan, A. (2024). STRENGTHENING CHARACTER EDUCATION AS A RESPONSE TO THE CHALLENGES OF THE TIMES. *Indonesian Journal of Education (INJOE)*, 4(3), 761-774-761-774.
- Judijanto, L., Shodiqin, R., & Aslan. (2024). SOCIAL SOLIDARITY IN THE DIGITAL AGE: CHALLENGES AND OPPORTUNITIES. *Proceedings of the Indonesian National Seminar*, 2(3), 357-368.
- Juliani, J., & Aslan, A. (2024). THE BASICS OF CURRICULUM DEVELOPMENT: CURRICULUM FROM THE ASPECTS OF IMTAQ AND IPTEK. *International Journal Of Humanities, Social Sciences And Business (INJOSS)*, 3(2), 299-309.

- Kautsar, C. F. (2023). Implementation of a Steam-Based Project-Based Learning Model to Develop 21st Century 4C Competencies. *EDUTEC: Journal of Education And Technology*, 6(4). <https://doi.org/10.29062/edu.v6i4.551>
- Kirschner, P. (2020). Decision letter for 'Augmented reality and competition in robotics education: Effects on 21st century competencies, group collaboration and learning motivation'. Query date: 2024-11-13 15:48:35. <https://doi.org/10.1111/jcal.12469/v1/decision1>
- Luić, L. (2022). DEVELOPING STUDENTS' DIGITAL COMPETENCIES - 21ST CENTURY TEACHING SKILLS: BASED ON SELF-ASSESSMENT OF HIGHER EDUCATION TEACHERS. *EDULEARN Proceedings*, 1 (Query date: 2024-11-13 15:48:35), 8979-8988. <https://doi.org/10.21125/edulearn.2022.2160>
- Marakovits, S. J. (2021). Four Barriers to Facilitating 21st Century Competencies Through Digitalisation. *Advances in Educational Technologies and Instructional Design*, Query date: 2024-11-13 15:48:35, 106-122. <https://doi.org/10.4018/978-1-7998-6967-2.ch006>
- Mariska, T., & Aslan, A. (2024). TECHNOLOGY-BASED CURRICULUM MODEL. *International Journal Of Humanities, Social Sciences And Business (INJOSS)*, 3(2), 322-332.
- Misra, P. K. (2023). Teaching and Learning in the 21st Century and Teachers. *Teaching Competencies for 21st Century Teachers*, Query date: 2024-11-13 15:48:35, 1-12. <https://doi.org/10.4324/9781003344452-1>
- Muid, A. (2024). ICT-Based Arabic Learning: A 21st Century Learning Innovation. *Edu Journal Innovation in Learning and Education*, 2(1), 1-13. <https://doi.org/10.55352/edu.v2i1.886>
- Rajaram, K. (2021). Transformation in Higher Education: Twenty-First-Century Teaching and Learning Competencies. *Evidence-Based Teaching for the 21st Century Classroom and Beyond*, Query date: 2024-11-13 15:48:35, 1-19. [https://doi.org/10.1007/978-981-33-6804-0\\_1](https://doi.org/10.1007/978-981-33-6804-0_1)
- Redlo, J. M. (2021). Barriers in Teaching the Four C's of 21st Century Competencies. *Advances in Educational Technologies and Instructional Design*, Query date: 2024-11-13 15:48:35, 1-14. <https://doi.org/10.4018/978-1-7998-6967-2.ch001>
- Roemintoyo, R., & Budiarto, M. K. (2021). Flipbook as Innovation of Digital Learning Media: Preparing Education for Facing and Facilitating 21st Century Learning. *Journal of Education Technology*, 5(1), 8-8. <https://doi.org/10.23887/jet.v5i1.32362>
- Sajidan, Atmojo, I. R. W., Adi, F. P., Ardiansyah, R., & Fortuna, A. P. (2023). Analysis of Learning Activities in the Integrated Thematic Book Class VI Theme 7 Leadership Based on 21st Century Skills Competencies. *Advances in Social Science, Education and Humanities Research*, Query date: 2024-11-13 15:48:35, 583-597. [https://doi.org/10.2991/978-2-38476-114-2\\_55](https://doi.org/10.2991/978-2-38476-114-2_55)
- Sanusi, I. (2015). Bridging Qualitative and Quantitative Research. *Journal of Da'wah Science*, 4(13), 409-409. <https://doi.org/10.15575/jid.v4i13.400>
- Sartika, E., & Fransiska, F. W. (2024). UNDERSTANDING THE STUDENTS' ENGLISH LEARNING ACHIEVEMENT AND HOME ENVIRONMENT SUPPORTS DURING SCHOOL CLOSURE TO RESPOND TO THE PANDEMIC AT PRIVATE MADRASAH



- TSANAWIYAH AT-TAKWA SAMBAS. *International Journal of Teaching and Learning*, 2(4), 939-953.
- Sihawong, U., & Phusee-orn, S. (2023). Developing a Model to Enhance Junior High School Teacher 21st Century Learning Management Competencies. *Journal of Education and Learning*, 13(1), 101-101. <https://doi.org/10.5539/jel.v13n1p101>
- Sitopu, J. W., Khairani, M., Roza, M., Judijanto, L., & Aslan, A. (2024). THE IMPORTANCE OF INTEGRATING MATHEMATICAL LITERACY IN THE PRIMARY EDUCATION CURRICULUM: A LITERATURE REVIEW. *International Journal of Teaching and Learning*, 2(1), 121-134.
- Syakhvani, A. W., & Aslan, A. (2024). THE IMPACT OF INFORMAL FAMILY EDUCATION ON CHILDREN'S SOCIAL AND EMOTIONAL SKILLS. *Indonesian Journal of Education (INJOE)*, 4(2), 619~631-619~631.
- Wekke, I. S. (2020). *Qualitative Research Design*. Query date: 2024-05-25 20:59:55. <https://doi.org/10.31219/osf.io/4q8pz>
- Williams, R. (2021). Innovative Instructional Methods Integrating 21st-Century Competencies. *Advances in Educational Technologies and Instructional Design*, Query date: 2024-11-13 15:48:35, 272-292. <https://doi.org/10.4018/978-1-7998-6967-2.ch015>