Original Research Article

Nusantara (I Wish)

Thobias Sarbunan[1*], Wendy Junet Latusawaule[2]

[1]Institut Agama Kristen Negeri Ambon/Indonesia. https://orcid.org/0000-0001-8236-370X
[2]Institut Agama Kristen Negeri Ambon/Indonesia. https://orcid.org/0000-0003-0556-9741

*Corresponding Author
Thobias Sarbunan

Abstract: People in one country can query about what has been done, what is the ideal technique for achieving positive features, how to react if the situation becomes uncertain, and many other questions can be addressed or formed when stuck in one setting. So, how can developers, as a government, find a way to bring order to this chaos? Furthermore, as time passes and new events and situations arise, human understanding of how to illuminate the world remains quite limited. People react quickly to fresh ideas, yet some acknowledge the shortcomings and lose hope. My study highlights the previous results of various statistical data of research publications in a medium publication range in 2021, as well as several articles published in 2020, using Google Scholar as the primary database to demonstrate the urgency of modern education transformation and grounded thinking. What I discovered was that HDI's ideas were intertwined with the issues of change and education. Through local to international academics, Indonesia is characterized through a variety of discourses and studies. In terms of the HDI, development participation may be defined as awareness, cooperation, understanding, adoption and adaptation, and reflection. Community involvement as a national framework may result in quantifiable progress, or transformation, in all sectors, and Indonesian education can satisfy global standards, even if the government does not always take the lead.

Keywords: A Concept, Concept of Modern Educational Transformation, Educational Engagement, Holistic.

INTRODUCTION

At present day, Pragmaticism continues to utilize this basis, and Indonesia is one of their reflections, support, and self-esteem (Sugiharto, 2021). The use of sociological elements based on religion studies is currently proposed through religious studies that regard education as the doorway to normalisation of human morality, and based on critical ideas (Lewis 2021; V, 2021). Awareness may be made, society must be sensed and critical thinking can also be experienced (Dunne, 2021). In order to achieve an overall expansion of education capacity throughout the evolution of educational capacity, the goal of education must be supported to development and integration as well as global needs. In order to change objectives, feminism and epistemology should thus be evaluated (Carr, 2021). Modern views create optimism for a future education; firstly, change in educational aims to anticipate global society; secondly, education and mentorship to expedite the advancement of such programs by conventional institutions; thirdly, the creation of social challenges in education (Latifi, 2021).

Humanism typically considers education, pedagogical growth, and technology enhancement, and thus the development, needed to form of information, efficiency, responsibility, and sensitivity of personnel resources (Kravtsov & Al, 2021). Essentialism has been evolved into a full, tangible chain of education (Rybakov & Yarmolich, 2021), needs to add that a state has everything to do with education (Varaki *et al*., 2021). Education's efficiency is linked to process and nature substantially, and so altering attention and awareness are interwoven (Kato, 2021). The reasoning, achievement, social monitoring, and efforts at the quantifiable technology as well as further scientific training components are presented (Hogstad, 2021). Moreover, the process of logical creation and reasoning is a basic statement related to education (Dvorkin, 2021). Loss learning stimulation is one of the educational issues only when state always supports and builds the role of all society to obtain education (Zipory, 2021). One of the basic senses, but only differed in terms of education, was the fundamental view of philosophy, ethics, politics, and anthropology, and thus was regarded

major components impacted by education (Matthews, 2021). As the future is regarded as a problem, all is a need and a way of clarifying the teaching dilemma (Buchanan *et al*., 2021). Education, however, is the human point for society and the State to develop. Culture and education in the renewable world have been influenced by the information system (Benin *et al.,* 2021). Humanism is created and maintained in this field in medical research (Mukhamedzhanovna *et al.,* 2021).

Character has advantages and contras, however critical, responsive, effective, and efficient; that subject remarkable expectations were indeed adjusted to produce the best practicable, with a diversity of education established on thought (Wei, 2021). The combination of philosophy, nature, humanism, and science contribute to the basic idea of future education. And the second is the issue of pedagogy (Honcharenko, 2020). Teachers place the professional figure as a facilitator with a modern approach to education, so that all elements of teaching and learning must be connected. The idea of the growth of teachers (Rose, 2021) is therefore involved in reflection; throughout practice it plans to expedite the training course, because it is beneficial (Bagrova & Kruchinin, 2021). Individuals when growth becomes an entity which is not only helpful for themselves but for others, adult learning is a gateway. Personal and related concerns are included in the creation of knowledge across (Majani, 2021).

Characteristic of Educational Transformation
The reformation of the education curriculum can ultimately react to international competitiveness (Beach & Vigo-Arrazola, 2021). The outcome and dignity must be met in recognition of the personal characteristics (Torres Madroñero *et al*., 2021). This goal must be realized. Expansion in scope and context, cognitive framework, and digitalisation are three elements to capture the education paradigm (Robert, 2021). This research has also stated that competition is highlighted (Abdufattoevna, 2021). Students directed by flipping courses are a related technique (Li, 2021). The result is also known as creative training (Yang & Zheng, 2021). The achievement also benefits from this aspect, which is efficient to attain relevance and to choose relevant resources (Idoiaga Mondragon *et al*., 2021). Specifically on the emphasis of teachers, knowledge and skill are of major significance for the competency it supports; whereas the general and pedagogical characteristics of knowledge include (Jurs & Kulberga, 2021). This focus addressed globalization; psychology in education can provide problems which at once polarize (Nichiporenko & Zhemchugova, 2021). Every period and dimension of the social question cannot be separated, and this field is encouraged. Culture and the age of the cross are promoted to achieve human progress (Cao *et al*., 2021). Hard and soft talents must be considered. The transformation edge must be connected (Kosenchuk *et al*., 2021). Conceptual history was utilized as an evaluation to enable the acquisition of educational value (Galioto and Pérez Navarro, 2021).

Constraints towards increase the potential market can be managed by character. Education must recognize its character and must develop the first one. Comparative study has shown that the development of the character of education stakeholders may engage society (Yang *et al*., 2021). Inclusion and co-operative learning methodology used (Muñoz-Martínez *et al*. 2021). Education depends on human progress, although different traditional learning and techniques are still the best option, e.g., in Russian cases (Voevodina, 2021). This study provides an essential base for teacher adjustment but should be combined with STEAM and incorporate 4c ability (Sabilah *et al*., 2021). Private sectors have an axiom that always sounds like insurance, training is the same as sounds, and it is one of the answers (Mohamad & Aboudahr, 2021). Boarding school is one characteristic of Indonesia's educational system, although scholars claimed to work with this contemporary in the future by the system operator (Syahid, 2021). The validity is discriminatory, constructive, and responsive; the education system has been expedited and human resources management is also a studied element (Zhang, 2021). Thus, the character is a determinant element and at the same time it is involved. In order to achieve the aims, theory, and practice of teaching qualities (Wang, 2021).

This research has suggested modernizing schooling (Peliova *et al*., 2021). For all nations, especially the USA, the problem of diversity represented in research at schools is essential (Tomes & Marks, 2005). Improving communication capacity can enhance cognitive skills (Masalova & Shelkovnikova, 2021). Moreover, change may be seen as a method of benefiting from equality (Oremusová *et al*., 2021). Politicians instead strive now to solve the educational contribution (Aditya *et al*., 2021). Dynamics are considered a process of education and accomplishment (G, 2021). In addition to the digital education paradigm, dynamic responses are also available (O'Connor-Córdova *et al*., 2021). Systemic design and character change the progress (Danlu Peng *et al*., 2021). The environment and the question of administration of the administrative region are viewed as orthodox problems (J. Zhang, 2021). Extremely unprofessional staffs who negatively affects the data owner in the renewal of the training case (Cao, 2021). Government collaboration across the country thus helped revitalize education (Tao, 2021), which is why the digital revolution continues to be required (Bosova Lyudmila *et al*., 2021). The establishment of the quality control system for education consequently involved basic training (Sorokina *et al*., 2021). The degree and environment of education are the transformation steps (Pettersson, 2021). The second scientist decided to describe changes as flexible learning, which is significantly related to the learner's school (Vijapur *et al.,* 2021). The reflection of education is always a top priority: management and development of humanity (Rios, 2018). The success of education not only has a larger influence on institutions, but also should contribute to the

sustainable process of research from the Millennium Era of Education (Gomez-Trujillo & Gonzalez-Perez, 2021). Educational Actor of one institution is defined by the role and the cultural context (Rodríguez-Abitia & Bribiesca-Correa, 2021). The second proposal stated the cross-national framework of creative cooperation with the organization would improve spirit and development in order to accomplish transformation effectiveness, all education systems must develop critical awareness (Evdokimova, 2021; GAO *et al*., 2021). The development path is designed as the procedure to find, synthesize new knowledge and associated principles (Andreyanova *et al*., 2021). The development of ideas and activities can create innovation (C. Zhang, 2021).

The whole system supported cross-psychology and pedagogy (Revyakina & Sakharova, 2021). Education and governance systems are often contested, yet external conditions can even change gradually. Four main objectives are to advance the leadership of the system circle: socioeconomic, cultural, personal, and democratic development (Brown & Duignan, 2021). A harmonized educational procedure is believed to be the environment based on the area of ecology and the link to educational sociology (Means & Slater, 2021; Iváncsics & Filepné Kovács, 2021). Humanist, education, or learning is the objective. Educated individuals with a specific knowledge and purpose (Sakun *et al*., 2021), knowledge is not only essential but it is vital to understand and appreciate various cultures (Solodka & Moroz, 2021). Institution, community, and group should reflect on the equilibrium component explored in learning material (Ross, 2021). The new era of education is linked to high-quality thinking (Makmuri *et al*., 2021). Fundamental education is seen as a human resources basis (Dannesboe & Kjær, 2021). Then, teamwork and management are carried out in a new viewpoint (Gallego and Calderón Hernandez, 2021). This is the idea of organizational changes and transformation. The tale of professional growth, integrated into the educational process through the process of information technologies and resources (Volkov & Chikarova, 2021). Modernized, adaptive advanced education and learning in information and technology situations might be considered as follows: Firstly, create interconnected data and flow, secondly, build accessible application and feature; thirdly, make sure that the connection is established when the online process takes place; fourthly, gradually maintaining online education and learning; fifthly, reflecting; and finally, adaptable (Purba *et al*., 2021). The following figure describes the scenario in progress.
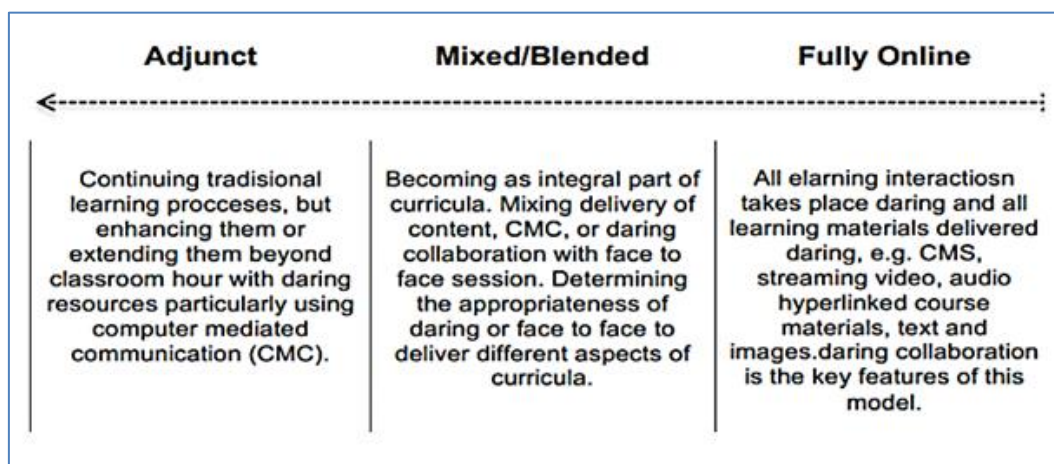

Adjunct	**Mixed/Blended**	**Fully Online**
Continuing tradisional learning procces, but enhancing them or extending them beyond classroom hour with daring resources particularly using computer mediated communication (CMC).	Becoming as integral part of curricula. Mixing delivery of content, CMC, or daring collaboration with face to face session. Determining the appropriateness of daring or face to face to deliver different aspects of curricula.	All elarning interactiosn takes place daring and all learning materials delivered daring, e.g. CMS, streaming video, audio hyperlinked course materials, text and images.daring collaboration is the key features of this model.

Fig-1: Classification Continuum e-Learning Transformation

Noted. Reprinted from "Online Learning Transformation Technology in Higher Education: Challenges & Strategy," by Purba J T, Budiono S, and Purba A, 2021, Proceedings of the 11th Annual International Conference on Industrial Engineering and Operations Management Singapore, March 7-11, 2021, 453-462. Copyright IEOM Society International.

Cultural relations should now link with education (Huzaifa *et al*., 2021). This scientist stressed that education should at present be used to technology as an entire system and process (Bao, 2021). In short, the concept which condensed what people call advancement in technology and education receives modernisation prospects (Barashkina *et al*., 2021). Knowledge is established through activities as well as the purpose and the nature of exercises, like text understanding, must be linked with a portion. Learning is used to acquire technology and information. Accordingly, reading is a method that is relevant for the content of textbooks and books (Poltavets *et al*., 2021). Furthermore, when used virtually, the approach is considered a major problem (Sirotová & Michvocíková, 2021). Theory of practice as the complicated to improve teacher skills to be successful and responsive (Valeeva & Menter, 2021). Human competency reflects the capital substantially and the issue of the virtual process is addressed by the macro level. Once in virtual discussion, several concepts built to combine the internet, science, and education (Medennikov *et al.,* 2021). The following figures exhibit extensive information on these linkages and associated implementation. After the combined three major ideas the results are shown (see Table 3).
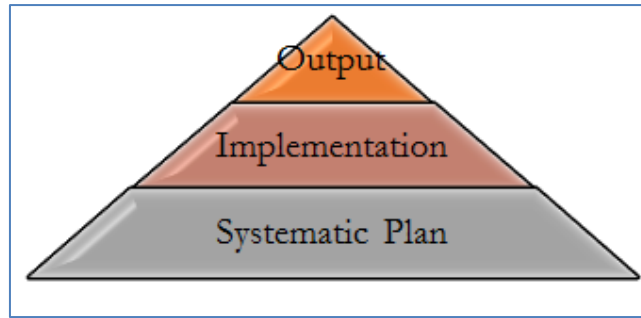
Fig-2: The Unification of Internet-Science-Pedagogy

The result and method of the evaluation should be measurable; technology is proposed to obtain the comprehensive analysis in this research (Stemler & Naples, 2021). These writers claimed the management, strategic planning and institutional environment will enable the transformation if reform is carried out in all stages (Bjergkilde & Stenner, 2021). Digitalisation has been ongoing for decades, and the new period, as well as teachers, has all the professional backgrounds in common. Whether or not professional, it is important for anyone to gain soft and hard skills when people continue expanding. The following figure therefore describes the existing skills in this literature (Cattaneo *et al*., 2021). Students who engage as agents to introduce institutional growth in public through this commitment will affect institutional advancement in modern education matters (Nelson, 2021). Increased exchange of innovation will improve profit (Rodionov *et al*., 2021). Therefore, the objective of human activity is to analyse and lead to the route envisaged (Julião and Gaspar, 2021). The creation of society has several components and is typically performed in activities; culture is the legacy privilege and the preservation of the generation. After the transition, this research chose to learn and contribute to this problem (Casinader, 2021). Human education is not only permanent but is also critical of the condition and information based on worldwide need is adhered. The aim is wellbeing, which also indicates what society requires (Firsov & Chernikova, 2021).
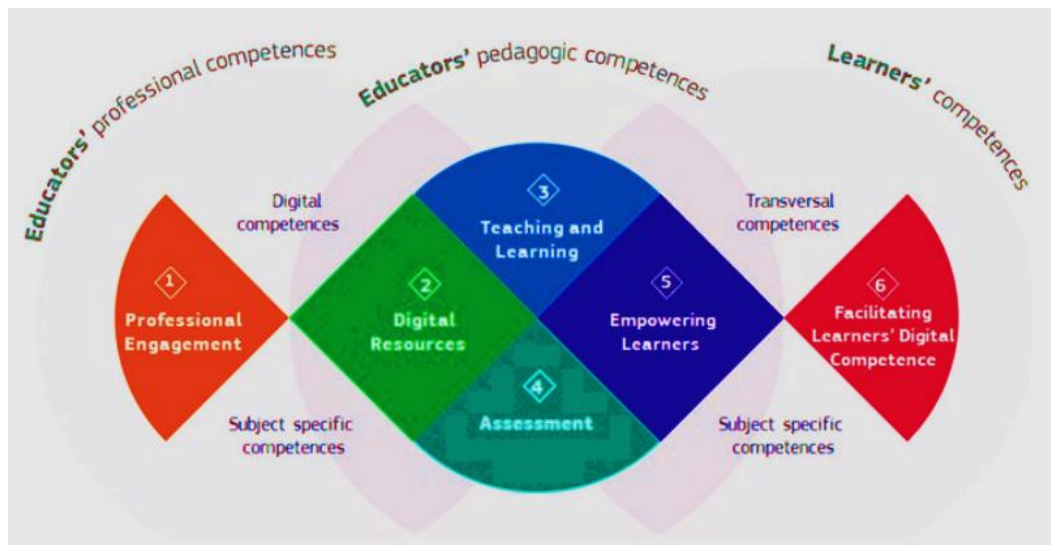

Fig-3: The DigCompEdu 2.0 framework competence structure

Noted. Reprinted from "The "Digital Facilitator": An Extended Profile to Manage the Digital Transformation of Swiss Vocational Schools," by Cantenno, A. A. P, Bonni. L, and Rauseo. M, 2021, in C. Heilbig (Ed.), Digital Transformation of Learning Organisation (pp. 168-187). Copyright Springer.

The Framework of Modern Education

Context learning develops through connected intercultural communication skills and the result shows affective success not only in pedagogy but also in relation to related variables (Romanyuk *et al*., 2020, p. 54-55). According to this study, it is necessary to adopt and modify education philosophy (Komatsu & Rappleye, 2020). The other portion of the research utilized the notion of innovation to emphasize a new route of the educational program, which extend from beliefs to techniques (Kolyvas, 2020). Standard material in pedagogical activities which take the educator's captivating further level (Khairutdinov *et al*., 2019). The foundations of professional growth appear in psychology and pedagogical competence (Kryvylova *et al*., 2021, p. 62). The focus of current education programs is also on students; discussion is utilized as a reactive method to literacy (Okhrimenko & Radygina, 2021). The language field considers phraseology to be

today's issue for students to encourage (Aliyeva, 2021, p. 153). When seen in terms of national welfare, political affairs are vital to reform education (Valero, 2021). Continuous participation in research reflects positive traditions to shape knowledge (Al-Maadeed *et al.*, 2021). The other notion raised problems about the system and the advancement of education through the good system (Shi, 2021). A commitment to seeing the arrow of change was described as a measurable approach for the stakeholders and education academies (García-Peñalvo, 2021; Kundu, 2021; Prykhodkina *et al*, 2021; Shah *et al.*, 2020, p. 4; Alam & Al, 2021, p. 5158-5161; Tokarska, 2021, p. 45; Ronzhina *et al.*, 2021; Sun & Gao, 2021, p. 3; Suvorkov *et al.*, 2021) to find a model of change in this context. Similarly, the complicated structure will impact the system, the application, and the outcome of the educational program (Quesnelle *et al.*, 2021, p. 1 & 4). The idea of measurement standardization is thoroughly reconstructed and concentrates on applying psychometric theory through assessment. Human skill is synthesized and monitored (Hamstra & Yamazaki, 2021, p. 75). School regulation provides broader development input (T.a, 2021).

Identity is a distinct depiction of a human being; it distinguishes the character that benefits from a positive experience. When identity is articulated in the framework of education, each growth, whether within or outside of the education sector, should be preserved and built-in order to distinguish oneself from the other. This technique may be used by any educational institution to foster creativity (Ma & Cai, 2021). Observe futuristic and higher education trends; if higher education is one of the pioneers in achieving human growth, both previously mentioned notions may be applied (Shahjahan & Edwards, 2021, p.1). Critics of implementing education with technology within an ecological framework will gain a clear view of the connected environment (Bonami & Nemorin, 2021). The story of educational perspectives is never ending, with many scientific proofs regarding objective methods, and this author contributed to what society calls educational sustainable development, as well as through this research, via partnership with imitation game, solve the existence engagement (Kivarina, 2021, p. 2-4). Because inclusion education is related to the certainty of the need for specific treatment, the correlation pedagogy system acts as a guide to recognize the uniqueness of special education in the millennium era (Azizovna, 2021). Implementing new circumstances for teaching and learning necessitates a framework, and social media is attached as an extra pedagogical approach (Hamadi *et al.*, 2021).
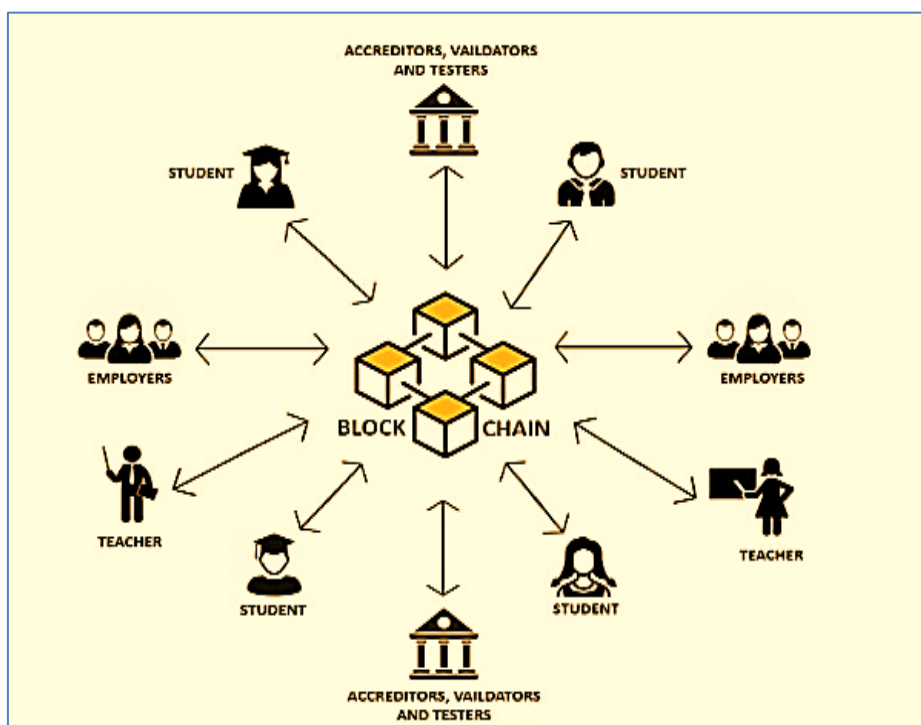

Fig-4: Block Chain in Education

Noted. Reprinted from "A Blockchain-based framework for secure Educational Credentials," by Alam & Al, 2021, p. 5158-5161. Copyright Turkish Journal of Computer and Mathematics Education.
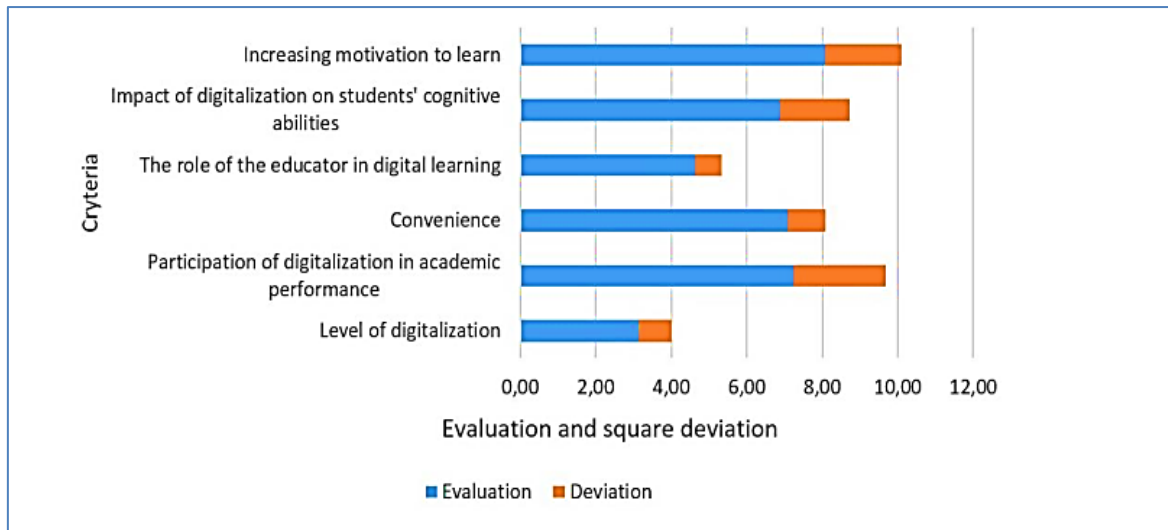
Fig-5: Research Result of Educational Digitalisation by Educator

Noted. Reprinted from "Digitalization of Modern Education: Problems and Solutions," by Natalia Ronzhina, Irina Kondyurina, Alla Voronina, Konstantin Igishev, Natalya Loginova, 2021, p. 122-135. Copyright International Journal of Emerging Technologies in Learning (iJET).
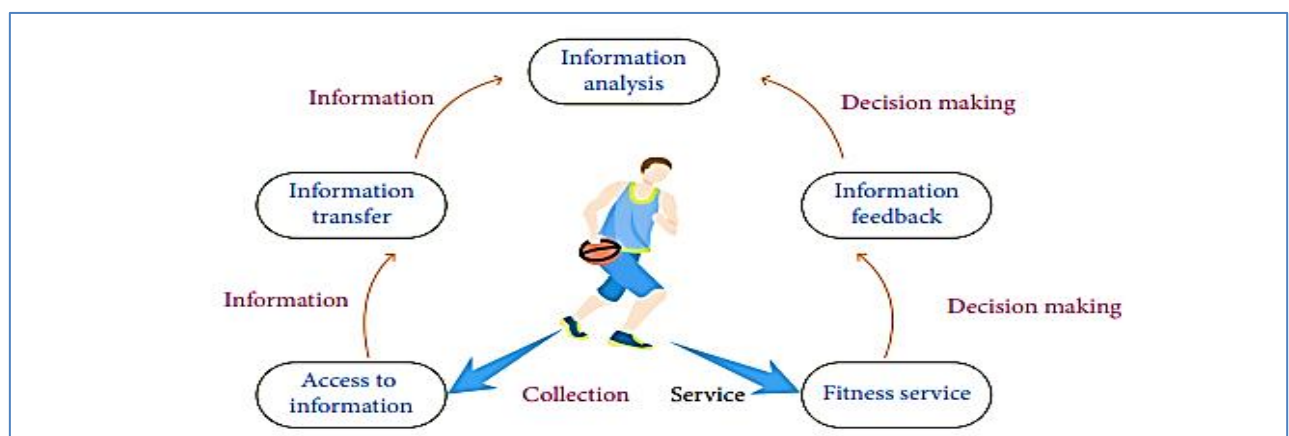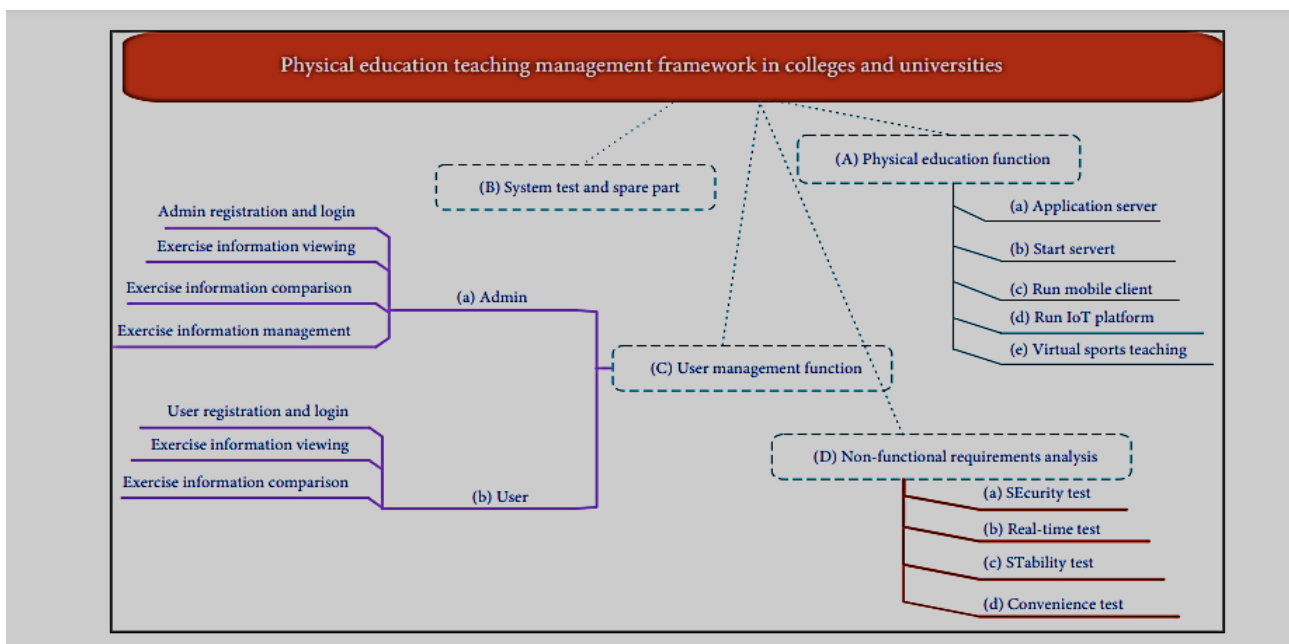

Fig-6: Physical Schematic and Distribution Diagram of Teaching and Education Program

Noted. Reprinted from "The Design of University Physical Education Management Framework Based on Edge Computing and Data Analysis," by Wenze Sun and Yuchi Gao, 2021, p. 1-8. Copyright Wireless Communications and Mobile Computing.
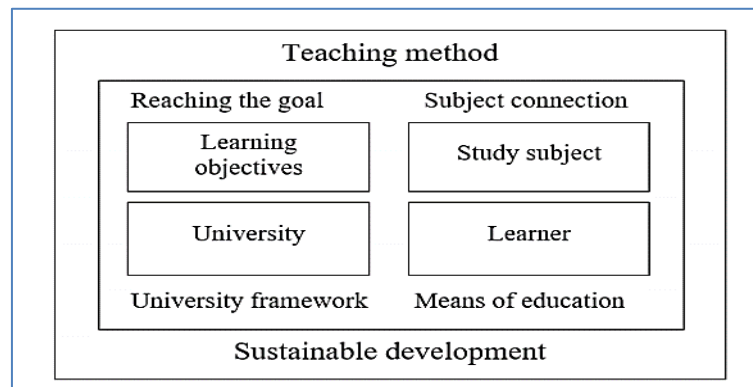

Fig-7: Educational Sustainable Development

Noted. Reprinted from "Modern technologies of teaching economics in the context of the principles of sustainable development." by Kivarina, 2021, p. 1-7. Copyright E3S Web of Conferences.

My paper focuses on the necessity of contemporary educational transformation; in reality, all nations have entered the second wave of the pandemic, and despite the previous atmosphere of a global process, Indonesia continues to desire certainty revolution in the educational program. Minister to the next, challenged, and quickly take over education policy. However, the other country, such as advanced countries, is continuing with consistent policy and success. So, whether it changes or not, it is insufficient for the entire province; in other words, an unbalanced educational system is also about power generation. Furthermore, technology and knowledge have evolved throughout time, while global demands and preferences have also changed fast. How can Indonesia's human resources be prepared if the unfairness of the educational system burns like a torch in every location if it lives for a long decade? As a result, academia, must involve significant or systemic innovative thoughts to the nation's integrated structure; additionally, the reflection of science is not inexhaustible, but grows the fastest; thus, the new idea and or innovation should engage an adjustment to prepare better human resources, through the educational foundation.

METHOD

This article just did basic research and was utilized descriptively to educate, as well as satisfy the needs of my scientific paper outline. To accommodate the study route of contemporary educational transformation, I utilized different research papers that compounded statistical data and indicated the result of the Indonesia human development index as well as other publications connected to this subject in the next description. All the articles found in Google Scholar that include a current publication date (2020-2021, year of publication).

Statistical Data of Indonesia Human Development

Researchers obtained the result of the impoverished region is insignificance to joblessness variable with the total number in four provinces of Indonesia, which can be seen on the graph (Wibowo & Ridha, 2021, p. 5). Following the job issue, the geographical situation is studied in relation to the human development index, and it is discovered that geography is a disrupt of HDI in the sample collected from one of Indonesia's eastern provinces and one of the big islands (Saputro *et al*., 2021). Human resource development was hampered by deficiencies in the gross domestic regional product and health services (Fadillah & Setiartiti, 2021). (Affandy *et al*., 2021); nevertheless, another study found that social human capital must be reconsidered (Affandy *et al*., 2021). HDI is unique in that it is based on domestic income, yet it has produced a negative influence on climate change and can be a flashback to four years ago, as static data show (Bieth, 2021). Based on the assumption that not all locations in Indonesia were investigated, a single sample that used the cluster technique indicated that human beings are encouraged to survive in improved health care and have an educated society, to motivating HDI (Yusra, 2021).

Based on the obvious inadequacy of HDI in central Java, social, economic, and environmental issues have been raised (Yulianti *et al*., 2021, p. 14). This researcher investigated all provinces in Indonesia around 2019 to assess how powerful HDI has lately been, and the provinces were categorized into four categories based on four criteria (Larasati *et al*., 2021, p. 3-9). Various analyses of the stunting rate revealed that social, trade, market, financial, fiscal, and all other economic concerns are not detrimental to this rate, but the climate has the opposite effect (Anam & Saputra, 2021, p. 4). Poverty, which has crystallized from civilisation to the contemporary age, seems to have an impact on human resources

as global transformations have changed through time. According to this report, Indonesia is dealing with a similar issue (Hasanah *et al*., 2021, p. 4; Abdelina & Saryani, 2021, p. 27). The status of the area, welfare, and human capital advancement are all significantly related to country growth (Wijaya *et al*., 2021). Natural catastrophes are the second element that has led to a drop in HDI (Prasojo *et al.,* 2021, p. 4), and the third is a lack of water management in the country or area (Ladi *et al.,* 2021). The welfare of the country is an essential and fundamental problem that underpins the movement of varied development, with government policy management serves as the focal point of this research. As a result, the association of two elements previously demonstrated on two key ideas may be observed on (Yaya *et al*., 2021, p. 185-189). One of Indonesia's major areas has the lowest level of development participation, and east Indonesia is the most concerned about this issue; education is HDI's darkest huge mess (Joesoef, 2021, p. 3882-3883).

Since Indonesia is renowned as a great agricultural nation in the globe, not every province is the focus of the agriculture business. Bali is one of the provinces that generate local revenue from tourism, and it is in the middle of the island. The economic lens has identified four variables that have a significant impact on an economic issue, and total quantitative analysis has revealed that the financial sector in total is only sufficient to engage the path of the opponent field of agriculture, but most Bali's financial needs have not been met (Wijaya & Utama, 2020, p. 51). Inconsistent parameters have a rare impact on HDI; nevertheless, in the case of central Java province, responsive and unpredictable variables were balanced to produce measurable outcomes (Adrianingsih *et al*., 2021, p. 8). West Java, Indonesia, is not comparable to Bali, a well-known tourist destination, but it has the potential to be one. According to the study's findings, the contribution of active excursions in this province led to a higher degree of satisfaction (Hakim *et al*., 2021, p. 167). This problem reconstructed three basic domains dependent on the sort of development in one nation, one of which is education. Personal and national life in the community should intersect; therefore spurious regression was conducted to assess Indonesia's time series of development, as seen on (Barry & Bernarto, 2021, 594 & 596-610). This literature proposes a holistic view to see HDI, the assumption from renewable energy, and metrics of development that are connected or even could be observed on (Elena, 2021, p. 4-5). Clearly express study indicates that HDI is not as simple to implement as a policy, but the study of social phenomena across wide literacy is important, so what is found in this research, by the implementation of a logit model, only health issues are successfully achieved, but education is left behind, one of the region pictures in Hindustan (Nihal Jyoti Das, 2021, p. 175-176). This research data, which was transferred from the examination of the suitable country in economic power, recommended that debt concerns and national income should be put in common perspective of national society requirements in the debate about renewable energy (Wang *et al*., 2021). Indonesia, as an ASEAN member, is likewise invested in this experiment. As the graph shows, the more a country's gross GDP declines and more various aspects of human expectancy suffer (Kaukab & Surwandono, 2021, p. 14-15). Ceteris Paribus effect, this concept that snapped to equal issue and fronted to HDI, this literature assumed that income have a power to boost any of increases, and Indonesia included the list of research (Leal, 2021, p. 11-17). The explanation before, closely related to analyses the policy, and this research is same atmosphere, government of Indonesia constructed the program for underdeveloped, but it is risk to the community who served this idea. The fact showed, two constrain of policy applied and one of government project which unsuccessful when develop, see on (Maria *et al.,* 2021, p. 1062). In sum, the cons and pros of higher education program arise in Indonesia, either private or public, is insignificant impact to the transformation of Indonesia humanity outcome. Thousands of formal higher educations since democracy era, researchers concluded that cannot give moderate engagement to welfare, at least on the economic side, all the province where university is located, showed shame phenomenon, can be described on (Sari *et al*., 2021, p. 3-7).
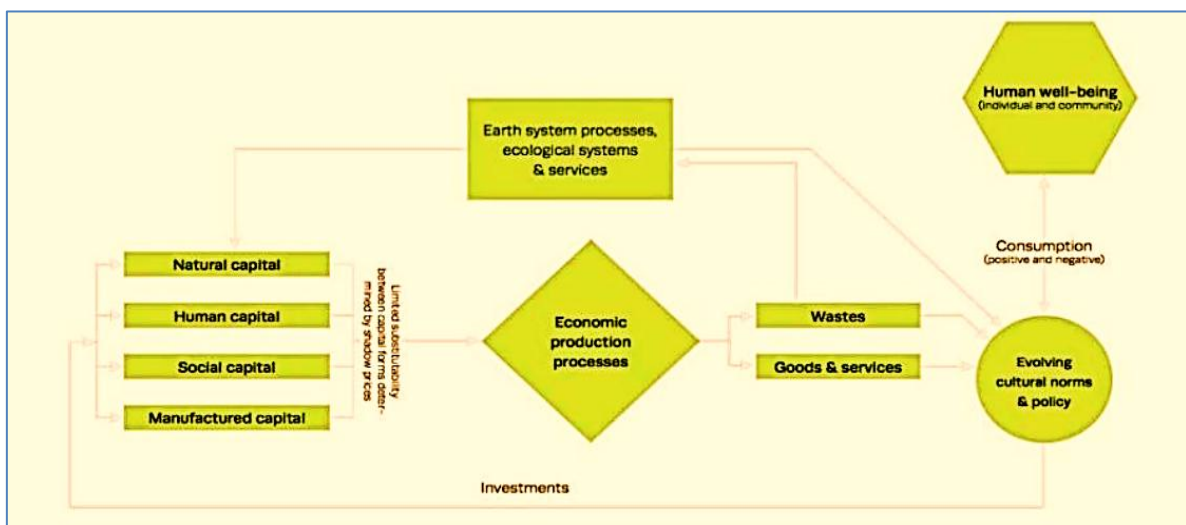
Fig-8: Social Human Capital Interchangeable to HDI

Noted. Reprinted from "Restoring Social and Human Capital Values: Indonesia as a Multicultural Nation." By Didied Affandy, Iwan Triyuwono, Kresna Sakti, & Febry Wijayanti, 2021, p. 115-122. Copyright Advances in Economics, Business and Management Research.

Fig-9: Data Compare Back to Four Years before 2021

Noted. Reprinted from "The Influence of Gross Domestic Product and Human Development Index on CO2 Emissions," by Rangel Chris Eko Bieth, 2021, p. 1-13. Copyright Journal of Physics: Conference Series.

Fig-10: Concept of HDI

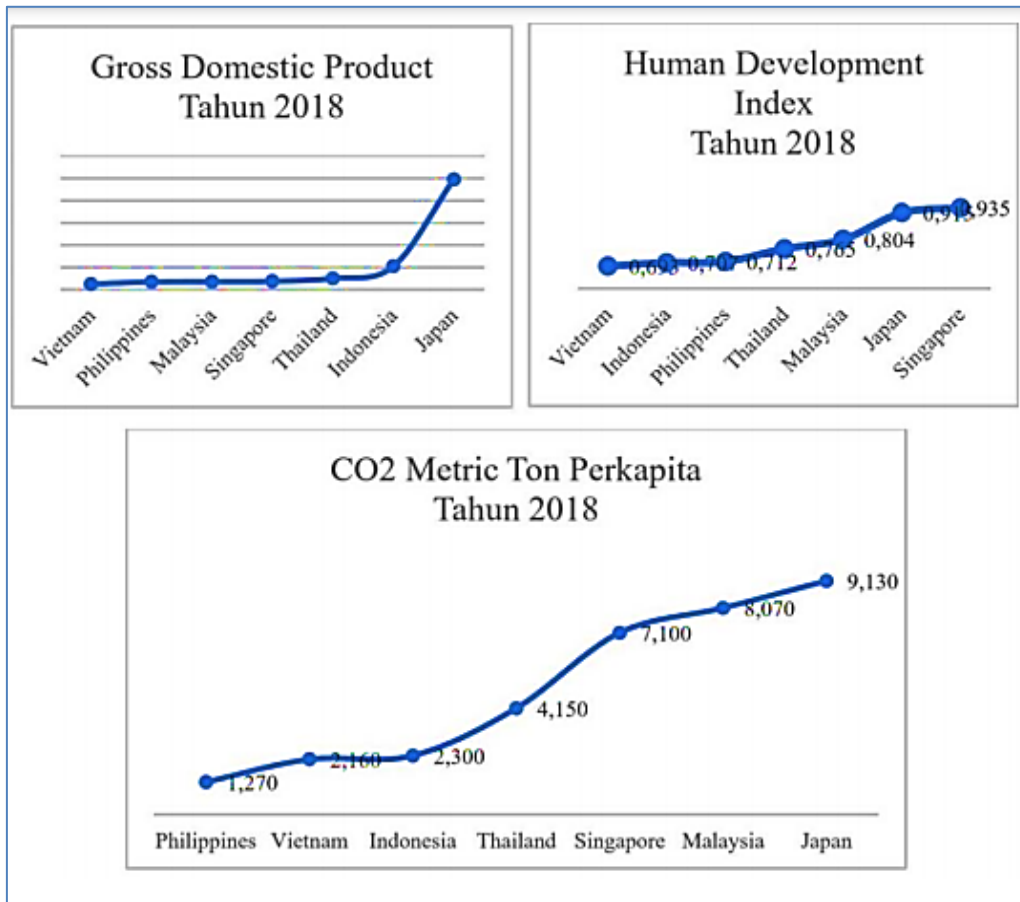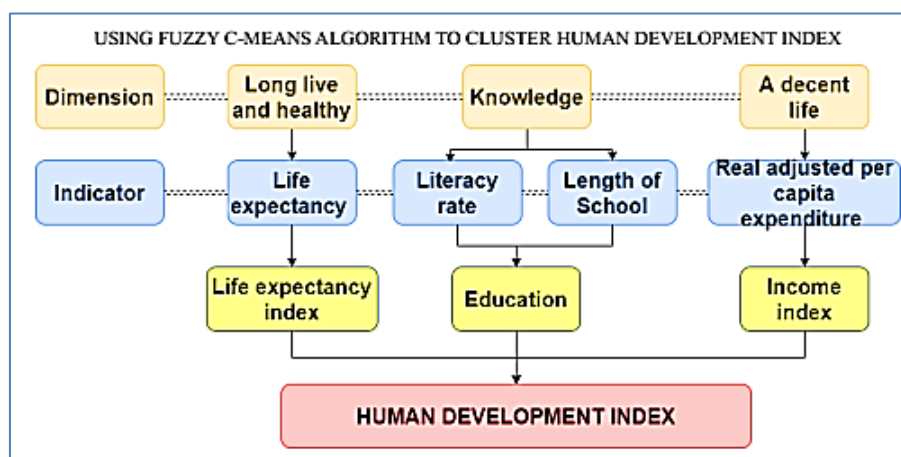| Cluster centers:	Life Expectancy School	Expectancy Average	Length of School	Capital expenditure (IDR 000)	IPM%	Location
1	69.90835	14.39806	10.186195	10.743835	1.0601007	Aceh Singkil(2), Aceh Tenggara(4), Aceh Timur(5), Aceh Barat(7), Pidie(9), Aceh Utara(11), Aceh Tamiang(14), Nagan Raya(15), Aceh Jaya(16)
2	68.43083	14.09812	8.761255	8.767689	1.1462269	Banda Aceh(19)
3	64.80405	13.83978	8.328618	8.133034	1.4501584	Simeulue(1), Aceh Selatan(3),Aceh Barat Daya(12), Gayo Lues(13), Sabuhussalam(23)
4	71.33630	17.21324	12.598834	16.779061	0.8338279	Aceh Tengah (6), Aceh Besar(7), Bireuen (10), Bener Meriah (17),Pidie Jaya(18), Sabang,(20) Langsa(21), Lhokseumawe (22).

Fig-10-10b: Research Sample of Regions in Aceh Province

Noted. Reprinted from "USING FUZZY C-MEANS ALGORITHM TO CLUSTER HUMAN DEVELOPMENT INDEX," by VILZATI JUNED, YUSRA, 2021, p. 15. Copyright Communications in Mathematical Biology and Neuroscience.

Abbreviation	Variables	Period	Measure
Demographic Pressures (DP)	Exogenous	2013-2019	Index points (0 = low and 10 = high)
Happiness Index (HI)		2013-2019	Points (0 = low unhappy and 10 = happy)
Human Development Index (HDI)		2013-2019	Points (0 = low and 1 = high)
Labour Force (LF)	Endogenous	2013-2019	Percent
Economic Growth (EG)		2013-2019	Percent

Fig-11: Variables Measurement

Noted. Reprinted from "LABOR FORCE AND ECONOMIC GROWTH BASED ON DEMOGRAPHIC PRESSURES, HAPPINESS, AND HUMAN DEVELOPMENT: EMPIRICAL FROM ROMANIA," by Adi Wijaya, Tănasen Tasenţe, Dio Caisar Darma, Jati Kasuma, 2021, p. 11. Copyright JOURNAL OF EASTERN EUROPEAN AND CENTRAL ASIAN RESEARCH.
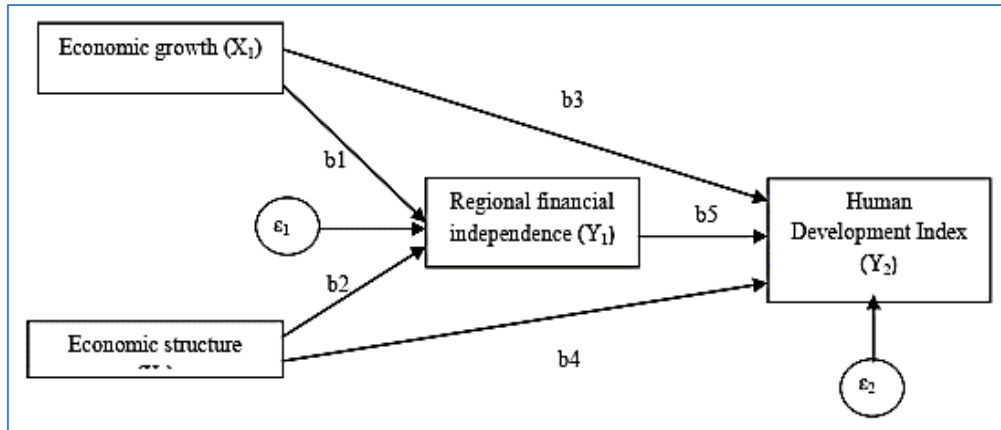
	Unit	Minimum	Maximum	Mean	Std. Deviation
Economic growth	Percent	4.01	7.64	5.8182	0.75783
Non-agricultural economic structure	Percent	64.03	98.58	76.8596	1041663
Regional financial independence	Percent	2.65	63.46	15.8030	12.20704
Human Development Index (HDI)	Index	61.40	83.30	72.3430	4.15634

Fig-12: Research Path Diagram & Description of Research Variables

Noted. Reprinted from "the effect of economic growth and economic structure of non-agriculture on regional financial independence and district/city human development index in the province of bali," by Wijaya I Gede Komang Darma, Utama Made Suyana, 2020, p. 43-51. Copyright RJOAS.

	Year	Traveler		total	GRDP
		Abroad	Domestic		
1	2012	1,905,378	42,758,063	44,663,441	1,028,409,739.51
2	2013	1,794,401	45,536,179	47,330,580	1,093,543,545.87
3	2014	1,962,639	47,992,088	49,954,727	1,149,216,057.05
4	2015	2,027,629	56,334,706	58,362,335	1,207,083,405.74
5	2016	4,428,094	58,728,666	63,156,760	1,275,546,477.15

Fig-12b: The Percentage of Foreign and local Tourist

	N	Minimum	Maximum	Mean	Std. Deviation
Number of tourists to the object	168	1407.00	6450468.00	1440270.95	1718404.73
Number of travelers to accommodation	168	1102.00	8041208.00	681484.72	1337271.95
Number of hotels and accommodation	168	6.00	706.00	71.21	93.53
Number of restaurants & restaurants	168	18.00	507.00	131.62	114.57
GRDP	168	9854633.36	69197858.70	24604547.10	16183811.06
IPM	168	60.28	81.06	68.59	4.61
Valid N (listwise)	168				

Fig-12c: Variable Analysis
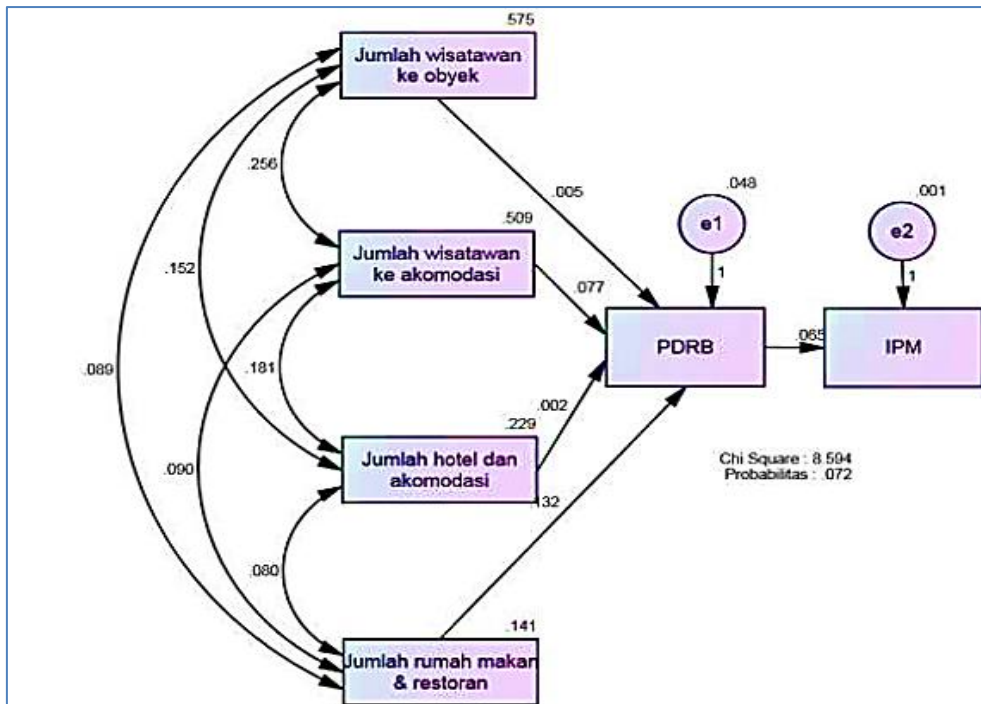
Fig-12d: Number of Traveller-Descriptive-SEM Analysis

The relationship between constructs	Coefficient	CR	P
Number of tourists to tourism objects → GRDP	.005	.179	0.858
Number of tourists to accommodation → GRDP	.077	2,599	0.009
Number of hotels and accommodations → GRDP	.002	.040	0.968
Number of restaurants and restaurants → GRDP	.132	2,589	0.010
GRDP → IPM	.065	8,180	***

*** sig <0.001

Indirect relationship between constructs	Coefficient
Number of tourists to tourism objects→ GRDP → IPM	0.008
Number of tourists to accommodation → GRDP → IPM	0.125
Number of hotels and accommodations → GRDP → IPM	0.002
Number of restaurants and restaurants → GRDP → IPM	0.113

Fig-12-12e: Hypothesis Result & HDI through GRDP Indirect Effect

Noted. Reprinted from "Analysis of the Influence of Tourism Growth on Economic Growth and Human Development Index in West Java Province 2012-2018," by Muhammad Andi Auliya Hakim, Agustinus Suryantoro, Mugi Rahardjo, 2021, p. 160-169. Copyright Budapest International Research and Critics Institute-Journal (BIRCI-Journal).

World Region	Countries Included in Sample
Africa	Algeria, Egypt, Morocco, South Africa
Americas	Argentina, Brazil, Chile, Colombia, Mexico, Peru, Venezuela
Asia Pacific	Bangladesh, China, India, Indonesia, Malaysia, Pakistan, Philippines, Thailand, Vietnam
Europe	Bulgaria, Croatia, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Russia Federation, Slovak Republic, Slovenia, Turkey, Ukraine
Middle East	Iran, Kazakhstan

	Variable	Description	Source
REC	Renewable energy consumption	Renewable energy consumption for countries based on wind, solar, geothermal, biomass/biofuels, and hydroelectric. Measured in exajoules (EJ).	BP Statistical Review of World Energy
FFC	Fossil fuel consumption	Fossil fuel energy consumption for countries based on coal, oil, and natural gas. Measured in exajoules (EJ).	BP Statistical Review of World Energy
HDI	Human Development Index	HDI ratings for countries from 2010 to 2019 measured on a scale from 0 (no/little human development) to 1 (strong human development).	UNDP Human Development Index (HDI) Rating

Fig-13: A Sample of 36 Countries on Globe & Variables

Noted. Reprinted from "The Impact of Renewable Energy versus Fossil Fuel Energy on Human Development," by Elena Essa, 2021, p. 21. Copyright University of Michigan MLibrary.

Afghanistan	Djibouti	Lebanon	Saint Kitts and Nevis
Albania	Dominica	Lesotho	Sao Tome and Principe
Algeria	Dominican Republic	Liberia	Saint Lucia
Andorra	Ecuador	Libya	Saint Vincent and the
Angola	Egypt	Liechtenstein	Grenadines
Antigua and Barbuda	El Salvador	Lithuania	Samoa
Argentina	Equatorial Guinea	Luxembourg	Saudi Arabia
Armenia	Eritrea	Madagascar	Senegal
Australia	Estonia	Malawi	Serbia
Austria	Eswatini (Kingdom of)	Malaysia	Seychelles
Azerbaijan	Ethiopia	Maldives	Sierra Leone
Bahamas	Fiji	Mali	Singapore
Bahrain	Finland	Malta	Slovakia
Bangladesh	France	Marshall Islands	Slovenia
Barbados	Gabon	Mauritania	Solomon Islands
Belarus	Gambia	Mauritius	South Africa
Belgium	Georgia	Mexico	South Sudan
Belize	Germany	Micronesia (Federated States	Spain
Benin	Ghana	of)	Sri Lanka
Bhutan	Greece	Moldova (Republic of)	Sudan
Bolivia (Plurinational State	Grenada	Mongolia	Suriname
of)	Guatemala	Montenegro	Sweden
Bosnia and Herzegovina	Guinea	Morocco	Switzerland
Botswana	Guinea-Bissau	Mozambique	Syrian Arab Republic
Brazil	Guyana	Myanmar	Tajikistan
Brunei Darussalam	Haiti	Namibia	Tanzania (United Republic
Bulgaria	Honduras	Nepal	of)
Burkina Faso	Hong Kong, China (SAR)	Netherlands	Thailand
Burundi	Hungary	New Zealand	Timor-Leste
Cabo Verde	Iceland	Nicaragua	Togo
Cambodia	India	Niger	Tonga
Cameroon	Indonesia	Nigeria	Trinidad and Tobago
Canada	Iran (Islamic Republic of)	North Macedonia	Tunisia
Central African Republic	Iraq	Norway	Turkey
Chad	Ireland	Oman	Turkmenistan
Chile	Israel	Pakistan	Uganda
China	Italy	Palau	Ukraine
Colombia	Jamaica	Palestine, State of	United Arab Emirates
Comoros	Japan	Panama	United Kingdom
Congo	Jordan	Papua New Guinea	United States
Congo (Democratic Republic	Kazakhstan	Paraguay	Uruguay
of the)	Kenya	Peru	Uzbekistan
Costa Rica	Kiribati	Philippines	Vanuatu
Côte d'Ivoire	Korea (Republic of)	Poland	Venezuela (Bolivarian
Croatia	Kuwait	Portugal	Republic of)
Cuba	Kyrgyzstan	Qatar	Viet Nam
Cyprus	Lao People's Democratic	Romania	Yemen
Czechia	Republic	Russian Federation	Zambia
Denmark	Latvia	Rwanda	Zimbabwe

Fig-14: List of Countries Analysis

Noted. Reprinted form "The Effect of Income Inequality on Human Development," by John Leal, 2021, p. 18. Copyright Georgia Institute of Technology.

CONCLUSION

All types of developments require precise organization, flow, and execution. By using an analogy, education is a construction component made up of a variety of parts. Building human ability to reach humanity is not as easy as thinking. Nonetheless, government powers society, however not all in line with policy and societal demands. After seen the concept building of past literacies, I believe that, ready or not, a nation should be conscious of the transition and respond appropriately. That involvement, which is meant to be traced in a methodical way, entire and touchable what people require, is also appropriate for the current circumstances. Furthermore, all stakeholders must work together to analyse and offer a road map for change, as well as synergize with the public through mediation or confirmation in each region. Another factor is that Indonesia has the biggest population, hundreds of islands, and is divided into outlying areas. Moreover, start or concept without adaptation is not effective in achieving the aim of policy implementation, thus it is preferable to adopt and adapt in a single action.

REFERENCE

1. Abdelina, A., & Saryani, L. (2021). Poverty factor analysis and economic growth against the index human development (ipm) in padangsidimpuan city. *Journal of Industrial Engineering & Management Research*, *2*(3), 18–28. https://doi.org/10.7777/jiemar.v2i3.138
2. Abdufattoevna, H. A. (2021). Mechanism for the Development of the Education Market in the Context of Economic Transformation. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, *12*(5), 1178–1184. https://doi.org/10.17762/turcomat.v12i5.1783
3. Aditya, B. R., Ferdiana, R., & Kusumawardani, S. S. (2021). Identifying and prioritizing barriers to digital transformation in higher education: a case study in Indonesia. *International Journal of Innovation Science*, *ahead-of-print*(ahead-of-print). https://doi.org/10.1108/ijis-11-2020-0262
4. Adrianingsih, N. Y., Budiantara, I. N., & Purnomo, J. D. T. (2021). Modeling with Mixed Kernel, Spline Truncated and Fourier series on Human Development Index in East Java. *IOP Conference Series: Materials Science and Engineering*, *1115*(1), 10. https://doi.org/10.1088/1757-899x/1115/1/012024
5. Affandy, D., Triyuwono, I., Sakti, K., & Wijayanti, F. (2021). Restoring Social and Human Capital Values: Indonesia as a Multicultural Nation. *Proceedings of the XV International Conference "Russian Regions in the Focus of Changes,"* *162*((ICRRFC 2020)), 115–122. https://doi.org/10.2991/aebmr.k.210213.016
6. Al-Maadeed, M. A. A., Hussain, S., Al-Salem, M., & Bouras, A. (2021). Service based framework of research projects in higher education institutions. *The Journal of Modern Project Management*, *9*(1). https://doi.org/10.19255/JMPM02601
7. Alam, S., & Al, E. (2021). A Blockchain-based framework for secure Educational Credentials. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, *12*(10), 5157–5167. https://doi.org/10.17762/turcomat.v12i10.5298
8. Aliyeva, N. (2021). Modern concepts of the study of phraseological units within the framework of frame representation and the theory of conceptual metaphor. *Mental Enlightenment Scientific-Methodological Journal*, *2021*(4), 147–156. https://uzjournals.edu.uz/tziuj/vol2021/iss4/13/
9. Anam, F. S., & Saputra, S. A. (2021). *The Effect of Human Development Index (IPM), Gini Ratio, and Gross Domestic Products on the Number of Stunting in Indonesia*. *6*(2), 4. International Journal of Innovative Science and Research Technology. https://ijisrt.com/assets/upload/files/IJISRT21FEB588.pdf
10. Andreyanova, I. V., Serebryakova, A. A., Kuklev, S. E., & Serova, O. A. (2021). Regional University in the EdTech Market of Educational Services. *Proceedings of International Scientific and Practical Conference "Russia 2020 - a New Reality: Economy and Society" (ISPCR 2020)*, *164*, 63–67. https://doi.org/10.2991/aebmr.k.210222.013
11. Azizovna, D. G. (2021). Practical application of modern technologies teaching a foreign language in the conditions of inclusion. , *1*(5), 1081–1086. Oriental Renaissance: Innovative, educational, natural and social sciences. https://cyberleninka.ru/article/n/practical-application-of-modern-technologies-teaching-a-foreign-language-in-the-conditions-of-inclusion/viewer
12. Bagrova, E., & Kruchinin, S. (2021). Deming's 14 points in modern higher education. *SHS Web of Conferences*, *94*(02002), 7. https://doi.org/10.1051/shsconf/20219402002
13. Bao, X. (2021). Analysis of College English Teaching Model Based on Network Automation Transformation. In M. S. Nazir & H. A. Aziz (Eds.), *E3S Web of Conferences 257, 02054 (2021)* (Vol. 257, pp. 1–4). E3S Web of Conferences. https://doi.org/10.1051/e3sconf/202125702054
14. Barashkina, E. V., Dzhum, T. A., Korneva, O. A., Dunets, E. G., & Karpenko, V. Y. (2021). The Potential of The Electronic Information-Educational Environment of A University In Professional Education: Trends And Prospects. *Propósitos Y Representaciones*, *9*(SPE3), 1257. https://doi.org/10.20511/pyr2021.v9nSPE3.1257
15. Barry, R. R., & Bernarto, I. (2021). Spurious regression analysis on time series data from factors affecting indonesian human development index in 1990 – 2017. *JMBI UNSRAT (Jurnal Ilmiah Manajemen Bisnis Dan Inovasi Universitas Sam Ratulangi).*, *7*(3), 592–611. https://doi.org/10.35794/jmbi.v7i3.30608

16. Beach, D., & Vigo-Arrazola, M. B. (2021). Critical Ethnographies of Education and for Social and Educational Transformation: A Meta-Ethnography. *Qualitative Inquiry*, *27*(6), 677–688. https://doi.org/10.1177/1077800420935916

17. Benin, V. L., Zhukova, E. D., & Shagapov, A. I. (2021). Information System As a Factor Determining the Development Vector of Modern Education. *KnE Social Sciences*, *5*(2), 308–314308–314. https://doi.org/10.18502/kss.v5i2.8367

18. Bieth, R. C. E. (2021). The Influence of Gross Domestic Product and Human Development Index on CO2 Emissions. *Journal of Physics: Conference Series*, *1808*(1), 13. https://doi.org/10.1088/1742-6596/1808/1/012034

19. Bjergkilde, D., & Stenner, P. (2021). Producing and managing continuous change in an educational context: liminal affective technologies and leadership. *Subjectivity*, *14*, 53–72. https://doi.org/10.1057/s41286-021-00115-2

20. Bonami, B., & Nemorin, S. (2021). Through three levels of abstraction: Towards an ecological framework for making sense of new technologies in education. *Education and Information Technologies*, *26*(1), 1183–1200. https://doi.org/10.1007/s10639-020-10305-1

21. Bosova Lyudmila, Chekin Aleksandr, Borisova Yelena, Oleynikova Marina, & Fedosov Aleksandr. (2021). *Elementary school in the conditions of digital transformation of the education system*. ELibrary.ru. https://doi.org/10.1051/shsconf/20219805023

22. Brown, S., & Duignan, P. (2021). System Leaders Scaling Successful Educational Reforms in an Uncertain Future. In S. Brown & P. Duignan (Eds.), *Leading Education Systems* (pp. 1–36). Emerald. https://doi.org/10.1108/978-1-80071-130-320211001

23. Buchanan, R. A., Forster, D. J., Douglas, S., Nakar, S., Boon, H. J., Heath, T., Heyward, P., D'Olimpio, L., Ailwood, J., Eacott, S., Smith, S., Peters, M., & Tesar, M. (2021). Philosophy of Education in a New Key: exploring new ways of teaching and doing ethics in education in the 21st century. *Educational Philosophy and Theory*, 1–26. https://doi.org/10.1080/00131857.2021.1880387

24. Cao, J. (2021). Mode Optimization and Rule Management of Intellectual Property Rights Protection of Educational Resource Data Based on Machine Learning Algorithm. *Complexity*, *2021*(Special Issue), 12. Hindawi. https://www.hindawi.com/journals/complexity/2021/1909518/

25. Cao, J., Ng, W. K., Tao, Y., & Lin, P.-H. (2021). Redesign, Transformation and Reflection of Local Marriage Custom Articles: A Case Study of "Ten-Mile Red Dowry." In P-L. Rau (Ed.), *Cross-Cultural Design. Applications in Arts, Learning, Well-being, and Social Development* (pp. 289–302). Springer Nature Switzerland AG. https://doi.org/10.1007/978-3-030-77077-8_23

26. Carr, W. (2021). Introduction what is the Philosophy of Education? In W. Carr (Ed.), *The RoutledgeFalmer Reader in Philosophy of Education* (pp. 1–14). Routledge. https://doi.org/10.4324/9781003209317-1

27. Casinader, N. (2021). What Makes Environmental and Sustainability Education Transformative: A Re-Appraisal of the Conceptual Parameters. *Sustainability*, *13*(9), 5100. https://doi.org/10.3390/su13095100

28. Cattaneo, A. A. P., Bonini, L., & Rauseo, M. (2021). The "Digital Facilitator": An Extended Profile to Manage the Digital Transformation of Swiss Vocational Schools. In C. Helbig (Ed.), *Digital Transformation of Learning Organizations* (pp. 169–187). Springer. https://doi.org/10.1007/978-3-030-55878-9_10

29. Danlu Peng, Danning Jiang, & Song, F. (2021). Changes in political meaning of the built environment: exemplified by the transformation of the institutional plot pattern in Beijing. *ISUF 2020 Virtual Conference Proceedings*, *1*(5), 1–7. https://doi.org/10.26051/0D-X5K4-HQN6

30. Dannesboe, K. I., & Kjær, B. (2021). Tradition and Transformation in Danish Early Childhood Education and Care. *Oxford Research Encyclopedia of Education*. https://doi.org/10.1093/acrefore/9780190264093.013.1496

31. Dunne, J. (2021). What's The Good of Education? In W. Carr (Ed.), *The RoutledgeFalmer Reader in Philosophy of Education* (pp. 145–160). Routledge. https://doi.org/10.4324/9781003209317-16

32. Dvorkin, I. (2021). Hermeneutics of Aristotle and Hermeneutics of Sophists in Terms of Dialogue Philosophy. Part II. From Sophists to Modernity. *RUDN Journal of Philosophy*, *25*(1), 103–120. https://doi.org/10.22363/2313-2302-2021-25-1-103-120

33. Elena, E. (2021). The Impact of Renewable Energy versus Fossil Fuel Energy on Human Development [Thesis]. In *University of Michigan MLibrary* (p. 21). https://doi.org/10.7302/965

34. Evdokimova, M. V. (2021). Higher School Faculty Staff in the Era of Digitization: Teaching's Activities Transformation and Problems of Professional Adaptation. *KnE Social Sciences*, *5*(2), 272–280. https://doi.org/10.18502/kss.v5i2.8362

35. Fadillah, N., & Setiartiti, L. (2021). Analysis of Factors Affecting Human Development Index in Special Regional of Yogyakarta. *Journal of Economics Research and Social Sciences*, *5*(1), 88–104. https://doi.org/10.18196/jerss.v5i1.11036

36. Firsov, M., & Chernikova, A. (2021). Additional education for social sphere specialists and the necessity of its development. *ASJ*, *1*(46), 29–34. https://doi.org/10.31618/asj.2707-9864.2021.1.46.82

37. G, O. C. B. (2021). La complejidad y la transformación de la educación. *Revista Conjeturas Sociológicas*, *24*(9), 50–77. https://revistas.ues.edu.sv/index.php/conjsociologicas/article/view/1656

38. Galioto, C., & Pérez Navarro, C. (2021). Transformations in the concept of quality at the beginning of the educational privatisation process in Chile: a historical study (1985–1990). *Paedagogica Historica*, 1–18. https://doi.org/10.1080/00309230.2021.1905008

39. Gallego, C., & Calderón Hernández, G. (2021). An alternative model for the comprehension of organizational transformation in emerging economies. *Journal of Accounting & Organizational Change*, *ahead-of-print*(ahead-of-print). https://doi.org/10.1108/jaoc-06-2020-0071

40. Gao, Y., Zhao, X., Xu, X., & Ma, F. (2021). A study on the cross level transformation from individual creativity to organizational creativity. *Technological Forecasting and Social Change*, *171*, 120958. https://doi.org/10.1016/j.techfore.2021.120958

41. García-Peñalvo, F. J. (2021). Avoiding the Dark Side of Digital Transformation in Teaching. An Institutional Reference Framework for eLearning in Higher Education. *Sustainability*, *13*(4), 2023. https://doi.org/10.3390/su13042023

42. Gomez-Trujillo, A. M., & Gonzalez-Perez, M. A. (2021). Digital transformation as a strategy to reach sustainability. *Smart and Sustainable Built Environment*, *ahead-of-print*(ahead-of-print). https://doi.org/10.1108/sasbe-01-2021-0011

43. Hakim, M. A. A., Suryantoro, A., & Rahardjo, M. (2021). Analysis of the Influence of Tourism Growth on Economic Growth and Human Development Index in West Java Province 2012-2018. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, *4*(1), 160–169. https://doi.org/10.33258/birci.v4i1.1561

44. Hamadi, M., El-Den, J., Narumon Sriratanaviriyakul, C., & Azam, S. (2021). A social media adoption framework as pedagogical instruments in higher education classrooms. *E-Learning and Digital Media*, *18*(1), 55–85. https://doi.org/10.1177/2042753020950869

45. Hamstra, S. J., & Yamazaki, K. (2021). A Validity Framework for Effective Analysis and Interpretation of Milestones Data. *Journal of Graduate Medical Education*, *13*(2s), 75–80. https://doi.org/10.4300/JGME-D-20-01039.1

46. Hasanah, N., Bahri, S., & Fitriyani, N. (2021). The Effect of Human Development Index on Poverty Model in Indonesia using Penalized Basis Spline Nonparametric Regression. *IOP Conference Series: Materials Science and Engineering*, *1115*(1), 1–6. https://doi.org/10.1088/1757-899x/1115/1/012055

47. Hogstad, K. H. (2021). Plasticity and education – an interview with Catherine Malabou. *Educational Philosophy and Theory*, 1–5. https://doi.org/10.1080/00131857.2021.1940140

48. Honcharenko, O. (2020). Philosophy of education in Lviv-Warsaw School. Twardowski's and his students' philosophical conceptions of education. *Filozoficzne Problemy Edukacji*, (3), 75–91. https://doi.org/10.4467/25450948fpe.20.005.12943

49. Huzaifa, R. A., Barliana, M. S., & Mardiana, R. (2021). Cultural Expression of Local Architecture for Developing Educational Campus Design. *Proceedings of the 6th UPI International Conference on TVET 2020 (TVET 2020)*, *520*(), 70–74. https://doi.org/10.2991/assehr.k.210203.089

50. Idoiaga Mondragon, N., Axpe Saez, I., & Berciano, A. (2021). The undergraduate dissertation as a reflection of education for sustainability and professional identity: the faculty of education of Bilbao. *International Journal of Sustainability in Higher Education*, *ahead-of-print*(ahead-of-print). https://doi.org/10.1108/ijshe-09-2020-0346

51. Iváncsics, V., & Filepné Kovács, K. (2021). Transformation of urban green spaces from a historical perspective in Veszprém, Hungary. *Planning Perspectives*, 1–22. https://doi.org/10.1080/02665433.2021.1918229

52. Joesoef, H. (2021). The Effect of Children Education on Economic Growth in Aceh Province-Indonesia. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, *12*(11), 3881–3884. https://www.turcomat.org/index.php/turkbilmat/article/view/6503

53. Julião, J., & Gaspar, M. C. (2021). Lean thinking in service digital transformation. *International Journal of Lean Six Sigma*, *ahead-of-print*(ahead-of-print). https://doi.org/10.1108/ijlss-11-2020-0192

54. Jurs, P., & Kulberga, I. (2021). Multidimensional characteristics of teacher's professional competence- challenge and perspectives during education transformation process. *Society. Integration. Education. Proceedings of the International Scientific Conference*, *2*(0), 244–252. https://doi.org/10.17770/sie2021vol2.6234

55. Kato, M. (2021). The educational function of Japanese arts: An approach to environmental philosophy. *Educational Philosophy and Theory*, 1–10. https://doi.org/10.1080/00131857.2021.1904396

56. Kaukab, M. E., & Surwandono, S. (2021). Convergence of Human Development Index: case study of foreign direct investment in ASEAN. *Business: Theory and Practice*, *22*(1), 12–17. https://doi.org/10.3846/btp.2021.12153

57. Khairutdinov, R. R., Safin, R. S., Korchagin, E. A., Mukhametzyanova, F. G., Fakhrutdinova, A. V., & Nikishina, S. R. (2019). The Content of Educational Programs in Technical Universities: Quality of Applying the Modern Professional Standards. *International Journal of Instruction*, *12*(1), 357–370. https://eric.ed.gov/?q=framework+of+modern+educational&pr=on&ft=on&id=EJ1201141

58. Kivarina, M. (2021). Modern technologies of teaching economics in the context of the principles of sustainable development. *E3S Web of Conferences*, *295*(05010), 7. https://doi.org/10.1051/e3sconf/202129505010

59. Kolyvas, S. (2020). Innovative and Collaborative Learning in Visual Arts with the Use of Modern Educational Software. *Education Quarterly Reviews*, *3*(2), 194–200. https://eric.ed.gov/?q=framework+of+modern+educational&pr=on&ft=on&id=EJ1265963

60. Komatsu, H., & Rappleye, J. (2020). Reimagining Modern Education: Contributions from Modern Japanese Philosophy and Practice? *ECNU Review of Education*, *3*(1), 20–45. https://doi.org/10.1177/2096531120905197

61. Kosenchuk, O. V., Kulapov, M. N., Diner, Y. A., Zinich, A. V., Revyakina, Y. N., & Adelfinskiy, A. O. (2021). Transformation of Education Processes and Preparation of Competencies for the Digital Economy. *International Journal of Criminology and Sociology*, *10*, 192–198. https://doi.org/10.6000/1929-4409.2021.10.23

62. Kravtsov, Y. S., & Al, E. (2021). Pedagogical Innovation in the Conditions of Informatization and Computerization of Humanities Education. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, *12*(10), 1573–1577. https://doi.org/10.17762/turcomat.v12i10.4609

63. Kryvylova, O., Sosnickaya, N., Oleksenko, K., Oleksenko, R., & Khavina, I. (2021). The aqmeological framework for modern higher education as a step towards sustainable development of society. *Linguistics and Culture Review*, *5*(S3), 55–64. https://doi.org/10.37028/lingcure.v5nS3.1369

64. Kundu, A. (2021). A Sound Framework for ICT Integration in Indian Teacher Education. In M. Y. Zhou (Ed.), *International Journal of Teacher Education and Professional Development (IJTEPD)* (p. 19). IGI. https://www.igi-global.com/article/a-sound-framework-for-ict-integration-in-indian-teacher-education/266303

65. Ladi, T., Mahmoudpour, A., & Sharifi, A. (2021). Assessing impacts of the water poverty index components on the human development index in Iran. *Habitat International*, *113*, 102375. https://doi.org/10.1016/j.habitatint.2021.102375

66. Larasati, S. D. A., Nisa, K., & Herawati, N. (2021). Robust Principal Component Trimmed Clustering of Indonesian Provinces Based on Human Development Index Indicators. *Journal of Physics: Conference Series*, *1751*(01), 1–9. https://doi.org/10.1088/1742-6596/1751/1/012021

67. Latifi, A. (2021). Socio-cultural Grounds of the Constitution and Development of Modern Educational Science. *Occidental Studies*, *11*(2), 22. https://doi.org/10.30465/os.2021.35230.1694

68. Leal, J. (2021). The Effect of Income Inequality on Human Development. In *Gatech.edu* (p. 18). Georgia Institute of Technology. https://doi.org/http://hdl.handle.net/1853/64477

69. Lewis, C. J. (2021). Xunzi's Ritual Model and Modern Moral Education. *European Journal for Philosophy of Religion*, *13*(2), 17–43. https://doi.org/10.24204/ejpr.2021.3307

70. Li, Z. (2021). *Proceedings of the 7th International Conference on Humanities and Social Science Research (ICHSSR 2021) - Articles | Atlantis Press*. Www.atlantis-Press.com. https://www.atlantis-press.com/proceedings/ichssr-21/articles

71. Ma, J., & Cai, Y. (2021). Innovations in an institutionalised higher education system: the role of embedded agency. *Higher Education*. https://doi.org/10.1007/s10734-021-00679-7

72. Majani, W. P. (2021). Understanding Adult Learning in Higher Education from African Philosophy of Education and Transformative Perspectives. *Papers in Education and Development*, *38*(1), 139–152. http://196.44.162.39/index.php/ped/article/view/3788

73. Makmuri, Aziz, T. A., & Kharis, S. A. A. (2021). Characteristics of problems for developing higher-order thinking skills in mathematics. *Journal of Physics: Conference Series*, *1882*(1), 012074. https://doi.org/10.1088/1742-6596/1882/1/012074

74. Maria, Runtung, Zendratoc, M., & Zaidar. (2021). The Perspective Development Policy of Underdeveloped Regions Development in West Nias Regency, North Sumatera, Indonesia. *Review of International Geographical Education Online*, *11*(4), 1055–1063. https://rigeo.org/submit-a-menuscript/index.php/submission/article/view/503

75. Masalova, M., & Shelkovnikova, S. (2021). The cognitive aspect of translation as the reflection of the digital transformation in the modern world. *E3S Web of Conferences*, *273*(12134), 8. https://doi.org/10.1051/e3sconf/202127312134

76. Matthews, M. R. (2021). Catholic Family and Education. In *History, Philosophy and Science Teaching: A Personal Story* (pp. 1–31). Springer Nature Switzerland AG. https://doi.org/10.1007/978-981-16-0558-1_1

77. Means, A. J., & Slater, G. B. (2021). World, planet, territory: toward a geo-logic in the critical sociology of education. *British Journal of Sociology of Education*, 1–18. https://doi.org/10.1080/01425692.2021.1925086

78. Medennikov, V., Kokuytseva, T., & Ovchinnikova, O. (2021). Human Capital in Sustainable Development and Macro-level Criteria. In V. Breskich & S. Uvarova (Eds.), *E3S Web of Conferences* (Vol. 244, Issue 11037, p. 12). https://doi.org/10.1051/e3sconf/202124411037

79. Mohamad, M., & Aboudahr, S. M. F. M. (2021). Integrated aviation training curriculum transformation: the role of strategic leadership and continuous quality improvement practices. *International Journal of Modern Education*, *3*(8), 09-23. https://doi.org/10.35631/ijmoe.38002

80. Mukhamedzhanovna, M. Z., Akmalovna, U. N., Abdusamatovich, K. S., Gapparovna, S. D., Arifovna, U. D., & Tashpulatovna, K. P. (2021). Bioethics - Paradigm of Humanization of Medical Education. *Annals of the Romanian Society for Cell Biology*, *25*(1), 125–133. https://www.annalsofrscb.ro/index.php/journal/article/view/88

81. Muñoz-Martínez, Y., Gárate-Vergara, F., & Marambio-Carrasco, C. (2021). Training and Support for Inclusive Practices: Transformation from Cooperation in Teaching and Learning. *Sustainability*, *13*(5), 25–83. https://doi.org/10.3390/su13052583

82. Nelson, E. (2021). Student voice in pedagogical decision-making: nexus of transformation and problematic alliance. *The Australian Educational Researcher*. https://doi.org/10.1007/s13384-020-00419-3

83. Nichiporenko, N., & Zhemchugova, A. (2021). Psychological safety as a characteristic feature of common education environment of higher educational institutions in times of globalization. *SHS Web of Conferences*, *99*(01036), 9. https://doi.org/10.1051/shsconf/20219901036

84. Nihal Jyoti Das, E. A. (2021). Contribution of Social Infrastructure on Human Development: A Cross Section Study of Indian States. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, *12*(13), 173–176. https://turcomat.org/index.php/turkbilmat/article/view/8271/6449

85. O'Connor-Córdova, M., Peddinani, B. K., & Lopez, M. (2021). The Digital Educational Model: Transformation of a Medical Program amid the COVID-19 Pandemic. In *Advancing Online Course Design and Pedagogy for the 21st Century Learning Environment* (p. 15). IGI Global. https://www.igi-global.com/chapter/the-digital-educational-model/270055

86. Okhrimenko, E., & Radygina, E. (2021). Education: innovative approaches and sustainable development in modern world. *E3S Web of Conferences*, *296*(08027), 6. https://doi.org/10.1051/e3sconf/202129608027

87. Oremusová, D., Nemčíková, M., & Krogmann, A. (2021). Transformation of the Landscape in the Conditions of the Slovak Republic for Tourism. *Land*, *10*(5), 464. https://doi.org/10.3390/land10050464

88. Peliova, J., Azhazha, M., Hryshchenko, O., Kozitska, N., & Украї. (2021). Associate Professor, Vice-Rector for Management of Academic Projects, © Maryna Azhazha. *Український журнал прикладної економіки*, – *Том 6. –*(1), 160–168. https://doi.org/10.36887/2415-8453-2021-1-19

89. Pettersson, F. (2021). Understanding digitalization and educational change in school by means of activity theory and the levels of learning concept. *Education and Information Technologies*, *26*, 189–204. https://doi.org/10.1007/s10639-020-10239-8

90. Poltavets, E., Romanova, G., & Smirnova, A. (2021, May 31). *Educational Books on Russian Literature and the Cultural Identity Problem*. Ap.pensoft.net; Pensoft Publishers. https://doi.org/10.3897/ap.e4.e0710

91. Prasojo, A. P. S., Surtiari, G. A. K., & Prasetyoputra, P. (2021). The impact of natural disasters in Indonesia: How does welfare accentuate and attenuate the loss of people? *Journal of Physics: Conference Series*, *1869*(1), 7. https://doi.org/10.1088/1742-6596/1869/1/012148

92. Prykhodkina, N., Tymoshko, H., Zuieva, A., Sholokh, O., Noskova, M., & Lebid, Y. (2021). Priorities And Problems In The Development Of Modern Information Technologies In Education. *International Journal of Computer Science & Network Security*, *21*(6), 231–236. https://doi.org/10.22937/IJCSNS.2021.21.6.30

93. Purba, J., Budiono, S., & Purba, A. (2021). Online Learning Transformation Technology in Higher Education: Challenges & Strategy. *Proceedings of the 11th Annual International Conference on Industrial Engineering and Operations Management Singapore, March 7-11, 2021*, 453–462. http://www.ieomsociety.org/singapore2021/papers/91.pdf

94. Quesnelle, K. M., Zaveri, N. T., Schneid, S. D., Blumer, J. B., Szarek, J. L., Kruidering, M., & Lee, M. W. (2021). Design of a foundational sciences curriculum: Applying the ICAP framework to pharmacology education in integrated medical curricula. *Pharmacology Research & Perspectives*, *9*(3), 11. https://doi.org/10.1002/prp2.762

95. Revyakina, N., & Sakharova, E. (2021). Psychological and pedagogical support of the educational process: synergetic approach. *E3S Web of Conferences*, *273*(12124), 6. https://doi.org/10.1051/e3sconf/202127312124

96. Rios, M. P. G. (2018). Como citar este artigo Número completo Mais informações do artigo Site da revista em redalyc.org Sistema de Informação Científica Redalyc Rede de Revistas Científicas da América Latina e do Caribe, Espanha e Portugal Sem fins lucrativos acadêmica projeto, desenvolvido no âmbito da iniciativa acesso aberto. *Revista de Educação PUC-Campinas*, *23*(1), 4. https://doi.org/10.24220/2318-0870v23n1a4101

97. Robert, I. V. (2021). Formation and development of digital transformation of domestic education on the basis of systemic convergence of pedagogical science and technology. *SHS Web of Conferences*, *101*(03017), 14. https://doi.org/10.1051/shsconf/202110103017

98. Rodionov, D. G., Konnikov, E. A., & Nasrutdinov, M. N. (2021). A Transformation of the Approach to Evaluating a Region's Investment Attractiveness as a Consequence of the COVID-19 Pandemic. *Economies*, *9*(2), 59. https://doi.org/10.3390/economies9020059

99. Rodríguez-Abitia, G., & Bribiesca-Correa, G. (2021). Assessing Digital Transformation in Universities. *Future Internet*, *13*(2), 52. https://doi.org/10.3390/fi13020052

100. Romanyuk, S. Z., Rusnak, I. S., Vasylyk, M. S., Novak, O. M., & Shorobura, I. M. (2020). Trends of Modern Education Development in the European Educational Space. *International Journal of Higher Education*, *9*(7), 47–58. https://eric.ed.gov/?q=framework+of+modern+educational&pr=on&ft=on&id=EJ1277481

101. Ronzhina, N., Kondyurina, I., Voronina, A., Igishev, K., & Loginova, N. (2021). Digitalization of Modern Education: Problems and Solutions. *International Journal of Emerging Technologies in Learning (IJET)*, *16*(04), 122–135. https://online-journals.org/index.php/i-jet/article/view/18203

102. Rose, A. (2021). The ethical implications of Goethe's approach to nature and Its potential role in teacher education. *Cultural Studies of Science Education*. https://doi.org/10.1007/s11422-021-10036-w

103. Ross, S. N. (2021). Womanist Inquiry for Social Justice in Curriculum. *Oxford Research Encyclopedia of Education*. https://doi.org/10.1093/acrefore/9780190264093.013.1166

104. Rybakov, N., & Yarmolich, N. (2021). Universum of education in the context of the whole and part. *E3S Web of Conferences*, *284*(09023), 13. https://doi.org/10.1051/e3sconf/202128409023

105. Sabilah, F., Abidasari, E., & Husamah, H. (2021). Teacher professional education coaching to produce high quality lesson plan. *Journal of Community Service and Empowerment*, *2*(1), 13–21. https://doi.org/10.22219/jcse.v2i1.15905

106. Sakun, A. V., Kadlubovich, T. I., & Chernyak, D. S. (2021). Philosophy of human centralism as a basis for the development of the humanization of education. *Iv international scientific conference philosophy of human centralism as a basis for the development of the humanization of education*, 155–158. https://er.knutd.edu.ua/bitstream/123456789/17766/1/20210601_302.pdf

107. Saputro, D. R. S., Hastutik, R. D., & Widyaningsih, P. (2021). The modeling of human development index (HDI) in Papua—Indonesia using geographically weighted ridge regression (GWRR). *the third international conference on mathematics: Education, Theory and Application*, *2326*(020025), 8. https://doi.org/10.1063/5.0040329

108. Sari, R. K., Hidayat, C., & Bangapadang, S. (2021). Analysis of the role of universities in supporting sustainable growth: The case in Indonesia. *IOP Conference Series: Earth and Environmental Science*, *729*(1), 9. https://doi.org/10.1088/1755-1315/729/1/012093

109. Shah, S. N. A., Khan, A. U., Khan, B. U., Khan, T., & Xuehe, Z. (2020). Framework for teachers' acceptance of information and communication technology in Pakistan: Application of the extended UTAUT model. *Journal of Public Affairs*, *21*(1), 11. https://doi.org/10.1002/pa.2090

110. Shahjahan, R. A., & Edwards, K. T. (2021). Whiteness as futurity and globalization of higher education. *Higher Education*. https://doi.org/10.1007/s10734-021-00702-x

111. Shi, G. (2021). The Formation and Establishment of Modern Engineering Education in China. In W. Jiang (Ed.), *Western Influences in the History of Science and Technology in Modern China* (pp. 417–463). Springer Nature Switzerland AG. https://doi.org/10.1007/978-981-15-7850-2_12

112. Sirotová, M., & Michvocíková, V. (2021). Virtual Reality -- Part of Supervised Teaching Practice for University Students -- Future Teachers? *European Journal of Contemporary Education*, *10*(1), 127–136. https://eric.ed.gov/?id=EJ1294424

113. Solodka, A., & Moroz, T. (2021). *Strategic approaches to cross-cultural availability formation of translators: theory and practice*. Collective Monograph. https://doi.org/10.30525/978-9934-26-069-8-13

114. Sorokina, G. P., Shirokova, L. V., & Sychev, A. A. (2021). The Question of Transformation of Higher Education in the Conditions of Accelerated Technological Progress. In E. G. Popkova & B. S. Sergi (Eds.), *Lecture Notes in Networks and Systems* (pp. 359–368). Springer Nature Switzerland AG. https://doi.org/10.1007/978-3-030-69415-9_41

115. Stemler, S., & Naples, A. (2021). Rasch Measurement v. Item Response Theory: Knowing When to Cross the Line. *Practical Assessment, Research, and Evaluation*, *26*(11), 1–16. https://doi.org/10.7275/v2gd-4441

116. Sugiharto, S. (2021). Explicating and framing Dewantara's conduct pragmatism as a pragmatist philosophy of education. *Journal of Philosophy of Education*. https://doi.org/10.1111/1467-9752.12574

117. Sun, W., & Gao, Y. (2021). The Design of University Physical Education Management Framework Based on Edge Computing and Data Analysis. *Wireless Communications and Mobile Computing*, *Special Issue*(5537471), 8. Hindawi. https://www.hindawi.com/journals/wcmc/2021/5537471/

118. Suvorkov, P. A., Dobrazova, D. A., Суворков, П. А., & Добразова, Д. А. (2021). *University 2.0 as a promising model of modern education*. Elar.urfu.ru; ООО «Издательский Дом "Ажур." https://elar.urfu.ru/handle/10995/100506

119. Syahid, N. (2021). Transformation Islamic Education In Indonesia. *Journal Intellectual Sufism Research (JISR)*, *3*(2), 27–34. https://doi.org/10.52032/jisr.v3i2.99

120. T.a, P. (2021). The history of the development of theatre practices in education: foreign and Russian experience. *Journal of Modern Foreign Psychology*, *10*(2), 96–104. PsyJournals.ru. https://psyjournals.ru/en/jmfp/2021/n2/Poskakalova.shtml

121. Tao, Y. (2021). Towards network governance: educational reforms and governance changes in China (1985–2020). *Asia Pacific Education Review*. https://doi.org/10.1007/s12564-021-09704-x

122. Tokarska, O. (2021). Informal education as an effective form of development of professional competence of modern computer science teacher. *Journal. Pedagogical Sciences*, *1*(104), 40–49. https://doi.org/10.35433/pedagogy.1(104).2021.40-49

123. Tomes, Y., & Marks, N. (2005). *Cross-cultural Transformation of any School Psychology Course* (pp. 27–36). Trainers' Forum. https://www.shsu.edu/academics/psychology-and-philosophy/psychology/faculty/documents/TSP%20Article.pdf

124. Torres Madroñero, E. M., Ruiz Botero, L. D., Pineda Rua, C., & Torres-Madronero, M. C. (2021). Peace education in contexts of transition from armed conflict in Latin America: El Salvador, Guatemala, and Colombia. *Peace and Conflict: Journal of Peace Psychology*, *27*(2), 203–211. https://doi.org/10.1037/pac0000563

125. V, B. I. (2021). Religion and modern education in Ukraine: characteristic aspects of interaction. *Colloquium-Journal*, *14*(101), 36–40. http://socrates.vsau.org/repository/card.php?id=28451

126. Valeeva, R., & Menter, I. (2021). Russian teacher education in the global context. In I. Menter (Ed.), *Teacher Education in Russia* (pp. 193–209). Routledge. https://doi.org/10.4324/9780429325281-12

127. Valero, A. (2021, May 1). *Education and management practices*. Ideas.repec.org; Centre for Economic Performance London School of Economics and Political Science. https://ideas.repec.org/p/cep/cepdps/dp1767.html

128. Varaki, B. S., Qamsari, A. S., Sefidkhosh, M., Sajjadi, S. M., Chaboki, R. M., Kalatehjafarabadi, T. J., Saffarheidari, H., Mohammadamini, M., Karimzadeh, O., Barkhordari, R., Zarghami-Hamrah, S., Peters, M. A., & Tesar, M. (2021). Philosophy of education in a new key: Reflection on higher education in Iran. *Educational Philosophy and Theory*, 1–20. https://doi.org/10.1080/00131857.2021.1905517

129. Vijapur, D., Candido, C., Göçer, Ö., & Wyver, S. (2021). A Ten-Year Review of Primary School Flexible Learning Environments: Interior Design and IEQ Performance. *Buildings*, *11*(5), 183. https://doi.org/10.3390/buildings11050183

130. Voevodina, E. V. (2021). Transformation of Higher Education in Russia: Current Trends in the Educational Process. *XXIII International Conference Culture, Personality, Society in the Conditions of Digitalization: Methodology and Experience of Empirical Research Conference*, *2020*. https://doi.org/10.18502/kss.v5i2.8380

131. Volkov, Y., & Chikarova, G. (2021). Information technologies and resources in the daily professional activities. *XIV International Scientific and Practical Conference "State and Prospects for the Development of Agribusiness - interagromash 2021," 273*(12033), 7. https://doi.org/10.1051/e3sconf/202127312033

132. Wang, P. (2021). Complementary resources and application transformation. In W. Luo, M. Ciurea, & S. Kumar (Eds.), *Computational Social Science* (pp. 850–855). CRC Press. https://doi.org/10.1201/9781003144977-133

133. Wang, Z., Bui, Q., Zhang, B., Nawarathna, C. L. K., & Mombeuil, C. (2021). The nexus between renewable energy consumption and human development in BRICS countries: The moderating role of public debt. *Renewable Energy*, *165*, 381–390. https://doi.org/10.1016/j.renene.2020.10.144

134. Wei, Z. (2021). Chinese Philosophy as a Kind of Field Philosophy. *Social Epistemology*, *35*(4), 1–10. https://doi.org/10.1080/02691728.2020.1752328

135. Wibowo, A., & Ridha, M. R. (2021). The effect of economic growth, unemployment rate and human development on poverty in indonesia (Panel Model Approach in 4 Poorest Provinces). *D'CARTESIAN*, *10*(1), 1. https://doi.org/10.35799/dc.10.1.2021.32375

136. Wijaya, A., Kasuma, J., Tasenţe, T., & Darma, D. C. (2021). Labor force and economic growth based on demographic pressures, happiness, and human development: *Journal of Eastern European and Central Asian Research (JEECAR)*, *8*(1), 40–50. https://doi.org/10.15549/jeecar.v8i1.571

137. Wijaya, I. G. K. D., & Utama, M. S. (2020). The effect of economic growth and economic structure of non-agriculture on regional financial independence and district / city human development index in the province of bali. *Russian Journal of Agricultural and Socio-Economic Sciences*, *108*(12), 43–51. https://doi.org/10.18551/rjoas.2020-12.06

138. Yang, C., Tang, Z., & Zhao, T. (2021). University Cultures in Britain, America, China, and Russia. *Sotsiologicheskie Issledovaniya*, *1*, 132–139. https://doi.org/10.31857/s013216250010301-4

139. Yang, & Zheng, P. (2021). A prediction method of consumer behavior transformation in K12 educational institutions. *Frontiers in Educational Research*, *4*(6), 64–73. https://doi.org/10.25236/FER.2021.040613

140. Yaya, R., Irfana, S. S., Riyadh, H. A., & Sofyani, H. (2021). The Influence of Public Welfare and Audit Findings on Audit Opinion: Empirical Evidence from Provincial Data in Indonesia. *The Journal of Asian Finance, Economics and Business*, *8*(4), 181–191. https://doi.org/10.13106/jafeb.2021.vol8.no4.0181

141. Yulianti, S., Widyanigsih, Y., & Nurrohmah, S. (2021). Spatial panel data model on human development index at Central Java. *Journal of Physics: Conference Series*, *1722*(012090), 1–9. https://doi.org/10.1088/1742-6596/1722/1/012090

142. Yusra, V. J. (2021). Using fuzzy c-means algorithm to cluster human development index. *Communications in Mathematical Biology and Neuroscience*, *2021*(5), 15. https://doi.org/10.28919/cmbn/5225

143. Zhang, C. (2021). Recognize the Characteristic and Make Innovations in the Running of Part-time Master of Engineering. *Proceedings of the 6th International Conference on Education Reform and Modern Management (ERMM 2021)*, *551*(2021), 65–68. https://doi.org/10.2991/assehr.k.210513.014

144. Zhang, J. (2021). Analysis of the Development of Characteristic Towns based on the Background of Rural Revitalization -- Taking Conghua District of Guangzhou as an Example. *International Journal of Social Science and Education Research*, *4*(1), 212–221. https://doi.org/10.6918/IJOSSER.202101_4(1).0033

145. Zhang, P. (2021). Research on Education Performance Evaluation Based on Characteristic Index Vector Analysis. *2020 2nd International Conference on Electronics and Communication, Network and Computer Technology (ECNCT) 2020 23-25 October 2020*, *1738*(2020), 012101. https://doi.org/10.1088/1742-6596/1738/1/012101

146. Zipory, O. (2021). For an education with no hope. *Journal of Philosophy of Education*, *55*(2), 383–396. https://doi.org/10.1111/1467-9752.12457.