

Riding the Waves of Change: The Future of Education 2030 and Beyond

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Entering the current era of globalization, there have been many changes, such as climate, health, and welfare, which of course require balanced adaptation and education. This research aims to provide educational changes with the adaptation of the younger generation to cope with climate and environmental changes. The changes needed include curriculum, educator mindset, infrastructure, and teaching methods. This research uses qualitative methods for analysis and evaluation. The research process was conducted through literature studies, discussions, and observations to obtain solutions to the phenomena that occurred. There are four important things that need to be considered related to the phenomenon, namely climate, health, welfare, and education in Indonesia. Based on the results of the study and discussion, it can be concluded that climate, health, welfare, and education play an important role in creating change, including from universities. Prioritizing the development of educational institutions that are modern, ethical, responsible, responsive, and have complete facilities is the main way to create equal access to education. This study contributes to the importance of facing the wave of change and preparing to create a new education in the future.

Keywords: Climate; Education; Educational Changes; Health; Welfare

INTRODUCTION

Entering the current era of globalization of the world, the phenomena that occur include climate, health, and welfare, lead to the conditions which require adaptation and balanced educational changes (Hassan et al., 2022). Educational change requires adaptation from the younger generation to overcome climate and environmental changes (Cutter-Mackenzie & Rousell, 2019). Current development must consider environmentally friendly aspects to avoid the worst consequences of global climate change. In order to avoid the worst consequences of global climate change, the world's population needs to limit the construction and development capacity of currently active cities and shift their plans to a more environmentally friendly side. How we go about such building and development will depend on how we accept the increasing presence of information technology in all aspects of our lives. In order to be considered a possible solution to climate change and its negative impacts on the world's cities, these adaptation theories need to be accepted by local and national governments, households, and industries, and they need to act together. When talking about climate change adaptation in cities, it should be emphasized that this also refers to making existing and new infrastructure resilient to the impacts of climate change.

The climate phenomenon that occurs requires efficiency, such as an educational understanding of green building and green accounting, in anticipating the current climate change phenomenon (Harnani et al., 2022). Current development must consider environmentally friendly aspects to avoid the worst consequences of global climate change. Implementing green buildings can start with government organizations, private sectors, and schools. Introducing the concept of green building to the younger generation is one way to preserve sustainable green development. The importance of the role of educators as one of the crucial human resources in the organization will greatly determine the success of achieving organizational goals in the implementation of green building (Jaya et al., 2024).

The phenomenon of health that must be considered at the university level, for example, is related to waste management, which needs to be considered in line with the concept of a sustainable campus. Good waste management is important to create healthier campus conditions (Zhu & Liu, 2023). Prevention of environmental problems will be achieved if all behave more friendly to the environment, for education about the environment has a very important role (Djuwita & Benyamin, 2019). Environmentally friendly behavior plays an important role in reducing the waste of natural resources, reducing pollutant emissions, and mitigating environmental damage, so it is an effective way to overcome environmental problems and maintain its sustainability (Tian & Liu, 2022). Green behavior includes attitude, responsibility, control behavior, beliefs, and desire for energy conservation. It is advantageous for campus residents to practice green behavior in order to assist the implementation of green campus concepts (Fachrudin & Fachrudin, 2021).

The perspective of welfare needs to be changed through a change in mindset and the role of educators at the university level by providing education, training, and mentoring to improve the standard of living of people in remote areas. Remote communities have limited resources and poor welfare, for this reason, the university needs to continue to increase collaboration with the business world (Meidelina et al., 2023). Education must change by responding to challenges related to climate change, health, and welfare. This change must be done by all faculty members, from teaching to curriculum to facilities, because the role of the university in making this change is very large. Curriculum changes are not only limited to subject changes but include other activities that involve activities outside the classroom to be more with the surrounding environment and

society. This cannot be separated from the role of effective leaders who also have a strong influence both directly and indirectly in supporting educational change (Eger & Egerová, 2023).

Indonesia needs to make many changes to create equal access to education. Considering Indonesia's position in the ASEAN index of global hunger is still ranked 3rd with the highest level of hunger (Manurung et al., 2022). This is quite alarming considering that Indonesia is a country with a large population and is a member of the G20 (the largest economies) (Susongko et al., 2024). Indonesia's potential is very large and has many young generations, in contrast to other countries that lack young people, such as Japan, Korea, and Singapore. With the high level of hunger in Indonesia, more equitable access to education is needed. Activities that can be taken by universities in supporting equity by conducting community service activities, and collaborating with stakeholders to accelerate access to education.

The university plays an important role in providing education to remote areas by engaging the young generation in education. The university is one of the higher education institutions that play a role in educating the nation's life (Hakim et al. 2023). It cannot be denied that education is crucial for the advancement of human resources, especially in this digital era. With adequate education, it is expected that the Hunger Index will decrease because the understanding of the importance of health is increasing. For this reason, the Indonesian government needs to address the issue of education, especially in remote areas (Prahmana et al., 2021; Sembiring & Dessyana, 2023). This is a common challenge because providing education in remote areas often encounters many obstacles, such as unreachable access, no internet, and low community welfare, so education is not yet a priority.

All of these problems have an impact on adaptive education, so many changes are needed to become more responsive (Wang & Kan, 2021). The changes needed include curriculum, educator mindset, infrastructure, and teaching methods. The curriculum is not only limited to subjects but includes other activities inside and outside the classroom, which are under the responsibility of the university. Some changes, such as problem-based solving and problem-based learning approaches, can accommodate various new learning methods.

The relationship between educators and students in higher education must also change, which is based on equality, not seniority (Cutter-Mackenzie & Rousell, 2019). Educators cannot always position themselves as more senior, let alone smarter. With the development of technology that is very fast and sophisticated, the role of educators must be more responsible, adaptive, and creative. Artificial intelligence is a system that possesses human-like intelligence and is capable of automatically providing knowledge and information to create intelligent applications for problem-solving, speech recognition, and learning (Bali et al., 2022). However, technology still cannot replace ethics and experience. The existence of artificial intelligence (AI) has affected the way educators teach, hence the need for a theory of change (Timotheou et al., 2023).

The theory of change says that everyone is able to survive if they are willing to change and survive. Change educator mindset policies is in line with the mindset theory that identifies the strength of belief and affects people (Canning et al., 2020). Mindset theory is the most important theory in education and is closely related to motivation theory (Dweck, 2017). Several tools can be used to measure the performance of this change, such as the UI green matrix and the word university ranking. These criteria can be used as tools to improve university performance in environmental, social, governance, and economic aspects. Vocational technical education also needs to be improved so that

student skills continue to develop. Vocational technical education is one of the educational programs that can improve student skills directly through skill practice so that they are ready to work and able to compete globally (Suharno et al., 2020). Climate, health, well-being, and education, are important topics in the field of education but are still limited for research in Indonesia (Meidelina et al., 2023). Therefore, this study aims to shed light on findings focusing on changes in education that impact climate, health, and well-being.

LITERATURE REVIEW

Theory of Change

The theory of change is a model that directs how actions, such as policies, strategies, and programs, can contribute through early and late outcomes to achieve desired results (Aromatario et al., 2019; Timotheou et al., 2023). Change can be conducted with continuous education to improve mindsets. Improving mindset is the primary foundation for people to improve themselves through education, therefore they can change to be better people and improve their quality of life (Yeager & Dweck, 2012). Without changing the mindset, people cannot change and cannot learn further, or accepting innovation (Glerum et al., 2020). According to Boyatzis et al. (2017), it is important to changing mindset as one of the intention or direction which applied to educators to be change agents that can influence the interest of young people to follow the changes. Hence, theory of change is applicable to this study to demonstrate the importance of changing mindset to receive new knowledge, innovation, and able to change in accordance of global dynamics.

Climate, Health, Welfare, and Education

A region's long-term weather pattern is referred to as its climate. Strategies to reduce climate impacts on human health can include mitigation efforts and preparing for unavoidable impacts through adaptation on measures (Limaye et al., 2020). Young people should be involved in preparing uncertain future that includes climate and its impacts on humans. According to Stevenson et al. (2017), climate change will influence human life and education is important to adapt to this change.

Climate is the basic life which may impact to health and welfare and therefore, education is significant to prepare students for future climate change mitigation and adaptation. Hence, as educators there is unavoidable that they need to be able to understand the relations among climate, health, welfare, and becoming facilitators for students by providing education.

Educators should encourage students to think critically and creatively about how to mitigate and adapt to climate change. Educators should also be trained to adapt to climate change and implement the change of lifestyle in their daily activities as examples. Therefore, climate change education is about learning about risk, uncertainty, and rapid change. Prioritizing climate change education in the formal education system can be one of the most important and effective ways to develop capacity in addressing the climate crisis (Mochizuki & Bryan, 2015).

Affective pleasure in life is a key component of well-being (Božek et al., 2020). The role of educators in providing education is to achieve welfare. Education is crucial for the advancement of human resources, especially in today's digital era. Education is an important factor in equipping groups with the necessary skills to see and navigate future opportunities and circumstances. Education can be interpreted as an important pillar in the development of a nation. Education will continue to modernize along with changes in behavior patterns and the sociocultural order of society from time to time. To meet the

challenges of the modern world, Indonesia's education system needs to prioritize fostering creativity in its students. This focus on creative thinking will ultimately lead to a higher quality of education throughout the country, creating a positive feedback loop (Kuron et al., 2022).

RESEARCH METHOD

This research uses qualitative methods for analysis and evaluation. The research process was conducted through literature studies, discussions, and observations to find solutions to the phenomenon. Because of the social interaction among the participants, Focus Group Discussion (FGD) has richer information than in-person interviews (Thomas et al., 1995; Akyildiz, 2020). There are four important things that need to be considered related to the phenomenon, namely climate, health, welfare, and education in Indonesia.

The step to integrate these phenomena is a challenge in itself because everything is related and requires commitment and consistency of change from university leaders. Decisive policies are needed to improve the quality of future education, especially in supporting the Sustainable Development Goals (SDGs). For this reason, FGDs were held at two universities in Bali, namely Mahasarakswati University and Hindu University of Indonesia, involving 160 participants on December 19 and 21, 2023 with the topic "Riding the Waves of Change: The Future of Education 2030 and Beyond". Participants were educators who used English to participate in the discussion. Sampling was purposive and included lecturers across Bali. Recommendations for group size vary, usually suggesting between four and eight participants (Greenwood et al., 2014) following this recommendation 8 participants were assigned to each group. Topics explored included climate, health, well-being, and education. Toward the end of the FGD, the moderator asked questions related to the FGD topic, and the answers to these questions were used to focus the analysis and identify similarities and differences between each group in their responses to these questions. The insights gained from focus group talks are more profound compared to face-to-face interviews due to the social dynamics and interaction among the members (Akyildiz, 2020).

RESULTS

Climate

The changing climate is one of the most pressing issues of our time, with far-reaching impacts on ecosystems, economies, and communities. Universities play a critical role in addressing climate change through research, education, and the promotion of sustainable practices. By integrating climate science into their curricula and research agendas, universities can equip students with the knowledge and skills needed to tackle environmental challenges. Furthermore, universities can serve as models for sustainability by implementing green practices on campus, such as energy-efficient buildings, waste reduction programs, and sustainable transportation options.

Health

Health is intrinsically linked to climate and welfare. Climate change has significant implications for public health, including increased risks of heat-related illnesses, respiratory problems due to air pollution, and the spread of vector-borne diseases. Universities can contribute to public health by conducting research on these issues, developing innovative solutions, and training healthcare professionals to respond effectively to emerging health threats. Additionally, universities can promote health and

wellness on campus by providing access to healthcare services, mental health support, and recreational facilities.

Welfare

Welfare encompasses the overall well-being of individuals and communities, including economic stability, social inclusion, and access to essential services. Universities have a responsibility to contribute to the welfare of society by fostering inclusive environments, supporting economic development, and engaging in community service. Through partnerships with local organizations and governments, universities can help address social inequalities and create opportunities for marginalized groups. Moreover, by offering scholarships and financial aid, universities can make education accessible to students from diverse backgrounds, thereby promoting social mobility and equity.

Education

Education is the foundation upon which all other aspects of sustainable development are built. Universities are at the forefront of education, providing the knowledge and skills necessary for individuals to thrive in a rapidly changing world. By incorporating interdisciplinary approaches and emphasizing critical thinking, problem-solving, and ethical reasoning, universities can prepare students to become informed and engaged citizens. Furthermore, lifelong learning opportunities, such as continuing education programs and online courses, enable individuals to adapt to new challenges and remain competitive in the job market.

Educational Changes

On the other hand, change is not easy. There are many aspects that must be considered, especially mindset and resistance. Due to the importance of preparation to always adapt to uncertainty, exchanges and ideas for collaboration are carried out openly through various activities. Through discussion, exchange of ideas, and sharing, the results were obtained: (1) Inspire and motivate universities and educational institutions to adopt or improve ways of thinking about change; (2) Increase awareness that many aspects have changed so that adaptation is needed; (3) Create networking and collaboration opportunities between educational institutions and universities; and (4) Develop a collaborative action plan to deal with uncertainty.

Change as an intrinsic part of both individual and organizational life is a complex process laden with challenges and opportunities. Understanding the multifaceted nature of change, particularly within educational institutions, requires a comprehensive examination of various elements including mindset and resistance. These components are pivotal in shaping how change is perceived, initiated, and sustained. The preparation for and adaptation to uncertainty is crucial, and this necessitates open exchanges and collaborative efforts across different activities and platforms. This discourse will delve into the significant aspects of fostering change within universities and educational institutions, emphasizing the role of discussions, exchanges of ideas, and shared experiences. The outcomes of these engagements include inspiring and motivating institutions, increasing awareness of the evolving landscape, creating networking and collaboration opportunities, and developing collaborative action plans to navigate uncertainties.

The Complexity of Change

Change is inherently challenging due to its disruption of the status quo. It demands a shift in mindset, which is often the most difficult hurdle to overcome. The resistance to change stems from a natural human tendency to seek stability and familiarity. This resistance is compounded in institutional settings where established practices and traditions hold significant weight. Therefore, addressing mindset is crucial.

Mindset and Resistance

The mindset of individuals within an institution plays a critical role in how change is perceived and implemented. A growth mindset, characterized by the belief in the potential for improvement and learning, is essential for embracing change. Conversely, a fixed mindset, which views abilities and situations as static, can hinder progress.

Resistance to change is not merely a psychological barrier but also an institutional one. It can manifest as reluctance from faculty, administrative inertia, or even pushback from students accustomed to existing norms. Overcoming this resistance involves addressing fears and uncertainties, providing clear communication, and involving all stakeholders in the change process. Effective change management strategies include building a compelling vision for the future, demonstrating the benefits of change, and providing support throughout the transition.

The Importance of Preparation and Adaptation

Preparation for change involves anticipating challenges and equipping individuals and institutions with the tools and strategies needed to navigate uncertainty. This is particularly relevant in the context of educational institutions, which must continuously adapt to evolving societal needs, technological advancements, and shifting educational paradigms.

Anticipating Challenges

One key aspect of preparation is the ability to foresee potential obstacles. This includes understanding the specific context of the institution, identifying areas that are likely to encounter resistance, and developing contingency plans. Institutions must conduct thorough assessments to identify strengths, weaknesses, opportunities, and threats (SWOT analysis) to formulate effective strategies.

Equipping for Change

Equipping institutions for change involves providing training and resources that enhance the capability to adapt. This can include professional development programs for faculty, incorporating new technologies into the curriculum, and fostering a culture of continuous improvement. Educational institutions must invest in infrastructure, both physical and digital, to support innovative teaching and learning practices.

Opening Exchanges and Collaborative Efforts

To effectively manage change, opening exchanges and collaborative efforts are vital. These exchanges can take various forms, such as workshops, conferences, seminars, and informal discussions. The goal is to create an environment where ideas can be freely shared, and collective wisdom can be harnessed.

Platforms for Exchange

Creating platforms for exchange is essential. Universities and educational institutions can host events that bring together educators, administrators, students, and industry experts. These events provide opportunities for networking, sharing best practices, and discussing common challenges. Online forums and social media platforms can also facilitate continuous dialogue and collaboration beyond physical events.

Collaborative Projects

Collaboration can be furthered through joint projects that address specific challenges or explore new opportunities. These projects can involve multiple institutions working together to develop innovative solutions, conduct research, or create shared resources.

Collaborative projects not only pool expertise and resources but also foster a sense of shared purpose and commitment to change.

Outcomes of Discussion and Collaboration

The process of discussion, idea exchange, and sharing within educational institutions leads to several significant outcomes. These outcomes collectively contribute to creating a more dynamic, responsive, and forward-thinking educational landscape.

Inspiring and Motivating Institutions

One of the primary outcomes is the inspiration and motivation of universities and educational institutions to adopt or improve their approaches to change. By engaging in discussions and witnessing the success stories of others, institutions can gain new perspectives and ideas. This inspiration is critical for fostering a proactive attitude toward change, encouraging institutions to explore new possibilities and take bold steps for innovation.

Increasing Awareness of Change

Another important outcome is the increased awareness of the changing landscape of education. Through discussions and exchanges, institutions can stay informed about the latest trends, challenges, and opportunities in the field. This awareness is crucial for recognizing the need for adaptation and for staying competitive in an ever-evolving educational environment.

Networking and Collaboration Opportunities

Creating networking and collaboration opportunities is another significant outcome. These opportunities allow institutions to build relationships, share resources, and collaborate on projects that address common challenges. Networking also provides a platform for institutions to learn from each other, share best practices, and develop joint initiatives that can lead to more effective and sustainable change.

Developing Collaborative Action Plans

Finally, the development of collaborative action plans is a critical outcome of these engagements. Collaborative action plans provide a structured approach to addressing uncertainty and implementing change. These plans are typically developed through a participatory process that involves input from various stakeholders, ensuring that the strategies are comprehensive and inclusive. Collaborative action plans can address a wide range of issues, from curriculum development and teaching methodologies to infrastructure improvements and policy changes.

Based on the results of a comprehensive literature study and a well-attended FGD with enthusiastic participants, several key areas emerged as crucial for universities to drive positive change. The FGD discussions highlighted the importance of climate action, healthcare access, social welfare initiatives, and educational equity. Universities have a unique responsibility to shape a future that prioritizes social good, environmental responsibility, and personal fulfillment for all. In today's rapidly changing world, universities face increasing uncertainty. Global challenges like climate change, pandemics, and economic instability demand universities to be not only knowledgeable but also adaptable and resilient.

This requires significant adjustments within universities, fostering a culture of change and readiness to face the unknown. Universities must embrace new ways of thinking, move beyond traditional structures, and encourage innovative approaches. Additionally, increasing productivity and efficiency will be crucial. This can be achieved by leveraging technology, streamlining processes, and promoting collaboration across disciplines.

Strengthening collaboration both internally, among faculty and staff, and externally, with communities and industry partners, is essential. By working together, universities can create a more sustainable and equitable future for all.

In line with the research results by Lotz-Sisitka (2010) and Stevenson et al. (2017), educators must rethink climate change mitigation and adaptation in ways that are not only technical but also socially transformative and apply learning approaches that utilize creativity.

DISCUSSION

Climate change due to global warming can be prevented by educating the public through cooperation between the government and universities about the importance of protecting the earth. Young people and educators can campaign in the community to educate people to protect the climate by reducing the use of air conditioning, switching to green transportation, and saving water. The younger generation is positioned as the future generation of leaders who play a role in maintaining the climate and environment. Therefore, the impact of climate change indirectly affects green behavior. Universities play a role in assisting environmental sustainability through knowledge, green campuses, and public awareness. Cutter-Mackenzie & Rousell (2019) and Žalėnienė & Pereira (2021) found that education about the environment is important for the sustainability of education.

In terms of health, the university began to implement energy conservation in developing a green campus. Universities are ideal places to provide education on the concept of green campus (Fachrudin and Fachrudin 2021). Universities should be designed in accordance with green concepts to improve the quality of life of students which will have an impact on their health. Improving the welfare of society through the role of higher education by providing education to all levels of society. Having knowledge and skills is the capital to improve the quality of self to prosper.

Prioritizing the development of educational institutions that are modern, ethical, responsible, responsive, and have complete facilities is the main way to create equal access to education (Suharno et al., 2020). In addition, the lecture style must be changed, the instructor must be open to communicating with students. The lack of communication between instructors and students causes students to become isolated.

One of the real implementations in universities in response to this change is to ensure affordable and reliable internet connectivity as a source of knowledge (Zhao et al., 2018). Investing in education and leveraging additional financial resources means allocating sufficient funds for education. Thus, universities need to invest in innovation, research and development, teacher training, curriculum development, and new technologies (Hettiarachchi et al., 2021). Curriculum development is not limited to discussing subjects but includes activities inside and outside the classroom, under the responsibility of the university. In the independent curriculum, the teacher is a facilitator of student learning, differentiated learning needs to be carried out by the teacher, the independent curriculum is very good for cognitive development, from an early age students are trained to become researchers, the independent curriculum can help discover their talents and interests. Classroom learning is not just content, but meaningful learning.

In addition to this, make information and lessons more accessible and update them with regular training in both soft skills and hard skills. Universities and other recognized institutions should offer a variety of hard skills training programs. Leaders who can connect with Gen Z need to demonstrate commitment and leverage technology to help

young people express themselves, reflect on their abilities, and foster confidence. This can be achieved through a coaching and mentoring process that provides opportunities to practice skills in relevant fields. However, in Indonesia, there are still many who do not receive proper education, especially in remote areas. This highlights the need for improved access to education and resources throughout the country.

The role of education is real action to construct the thinking patterns (mindset) of individual students which aims to create a paradigm of thought that is critical, systematic, and empirical thinking (realistic thinking). A clear direction of thinking makes it easier for students to provide reasoning which is manifested in conveying their opinions critically, analytically, and independently. Financial resources also need to be considered in order to survive and create a competitive advantage. The existence of technology that helps create new innovations is not always good if it is not used responsibly. Universities need to provide education on ethics, data security, and responsibility and establish a conducive, safe, and reliable educational climate. Collaboration also needs to be improved so that universities can grow and survive in the face of various challenges. There are opportunities to explore public-private partnerships and collaborations with international organizations and donor agencies. In addition, strengthening vocational training programs to meet industry needs is essential to creating work-ready human resources.

Infrastructure development is one part of the national development program and is used as a step to improve the welfare of citizens through their participation. Infrastructure in remote areas is important to improve independence and economy. Building infrastructure is not just building roads and gates. Village infrastructure development is very diverse, for example, building irrigation for rice fields, providing drainage, developing internet and telecommunications networks, and so on. Global uncertainty which leads to a global crisis has a significant impact in various fields, both social and economic and so on.

Once goals and objectives have been established, the next step is to identify the strategies and actions needed to achieve them. This involves brainstorming potential initiatives, evaluating their feasibility, and prioritizing those that are most likely to have a significant impact. For example, strategies might include professional development programs for educators, curriculum redesign, the adoption of new technologies, or the creation of partnerships with other institutions and industry leaders. Each strategy should be accompanied by specific actions, timelines, and responsible parties.

In line with these challenges, strategic policy responses and the involvement of many countries through global cooperation need to be carried out. The role of the government, private sector, and civil society is needed to overcome the global crisis and the negative influence of increasingly rapid technological developments. Collaboration between all parties can be the key to building solid socio-cultural resilience in the era of technological adaptation and innovation.

Due to the importance of preparation to always adapt to uncertainty, exchanges and ideas for collaboration are carried out openly through various activities. These activities include workshops, seminars, and informal gatherings where stakeholders can freely share their experiences and insights. By creating an environment that encourages open dialogue, individuals and institutions can better prepare for the unpredictability of the future.

Through open discussion, exchange of ideas, and collaborative sharing, valuable insights have emerged that aim to foster a proactive approach to change within educational settings. Firstly, by inspiring and motivating universities and educational institutions to adopt or improve their approach to change. Exposing educational leaders to diverse perspectives and success stories can inspire them to rethink strategies and embrace innovation. This motivation is crucial for driving systemic change and ensuring institutions remain relevant in an ever-evolving landscape. Secondly, raising awareness is key. Continuous education and exposure to new developments can keep institutions informed about the latest trends and challenges, allowing them to anticipate changes and respond proactively. Thirdly, fostering collaboration is essential. Networking opportunities between educational institutions and universities can lead to the sharing of resources, expertise, and best practices. Building a strong network fosters a community of practice, enabling institutions to collectively address challenges. Finally, developing a collaborative action plan is crucial for navigating uncertainty. By working together, institutions can pool their knowledge and resources to create robust and adaptable strategies, ensuring these plans address diverse perspectives and remain effective in the face of change.

CONCLUSION

This research pinpointed key areas for action, including climate action, healthcare accessibility, social welfare initiatives, and educational equity. Universities have a unique opportunity to shape a future that prioritizes social good, environmental responsibility, and individual well-being for all. However, navigating today's rapidly changing world demands universities to be not only knowledgeable but also adaptable and resilient. To achieve this, universities must embrace a culture of change, fostering new ways of thinking and innovative approaches. Moving beyond traditional structures and encouraging cross-disciplinary collaboration will be crucial. Additionally, leveraging technology, streamlining processes, and strengthening collaboration across faculty, staff, communities, and industry partners will be essential for increased efficiency and productivity. By working together, universities can create a more sustainable and equitable future for all.

The conclusion of this study is that all educational components have to change: system, curriculum, people, leaders, personal development and growth, adaptability, resilience, career advancement, talent acquisition, talent retention, and development. System changes are seen in the evolution of digital technology and continuous learning. The results of the discussion provided valuable information on the importance of facing the wave of change and preparing to create a new education in the future.

Further research could expand the evaluation to determine the determinants of future education and the role of university leaders in creating sustainability. Research can also calculate the positive and negative impacts of changes that can affect the sustainability of the university. Then it can be mapped out how the adaptation patterns are carried out to determine future policy direction. Change within educational institutions is a complex and multifaceted process that requires careful consideration of mindset, resistance, preparation, and collaboration. By fostering open exchanges and collaborative efforts, institutions can inspire and motivate change, increase awareness of the evolving educational landscape, create networking and collaboration opportunities, and develop effective action plans to navigate uncertainty. The strategies and case studies presented here provide valuable insights into how institutions can successfully manage change and achieve sustainable outcomes. Through ongoing dialogue, shared experiences, and collaborative efforts, educational institutions can continue to evolve and thrive in an ever-changing world.

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The researchers declare no potential conflicts of interest regarding research, authorship, and/or publication of this article.

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