

# Strategies for Developing Adaptive School Culture in the Era of Society 5.0

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**Abstract** — This study aims to identify effective strategies for developing an adaptive school culture that can respond to the challenges of the society 5.0 era. Through an in-depth literature study, this study analyzes various literature related to the development of school culture, educational innovation, and technology implementation in learning. The study results indicate that integrating educational technology, developing technological and digital competencies, and active collaboration with various stakeholders are the keys to creating an adaptive school culture. Further discussions highlight the importance of adaptive leadership, conducive policy support, and adequate technological infrastructure in encouraging the transformation of an adaptive school culture. This cross-sector collaboration allows schools to access broader resources, enrich perspectives, and build stronger networks. These findings are expected to be a reference for school leaders in designing relevant strategies to face the complexities of the Society 5.0 era.

**Keywords**—*Adaptive school culture; Development strategy; Society 5.0*

## I. INTRODUCTION

The rapid development of digital information technology has brought major changes to all sectors of human life. Transformation due to the impact of the Industrial Revolution 4.0, such as artificial intelligence (AI), internet of things (IoT), big data, and others have raised concerns about the role of humans in society [1]. In response, Society 5.0 emerged as a concept that integrates technological advances from the Industrial Revolution 4.0 era with humans [2]. Society 5.0 focuses on creating a human-centered society, where technology improves human life rather than replaces it [3].

In the era of Society 5.0, education is no longer only focused on the transfer of knowledge, but also on the development of skills that are relevant to the needs of the times. Education in the era of Society 5.0 is oriented toward the development of 21st-century competencies and skills (6C), such as critical thinking, creativity, collaboration, communication, character, and global citizenship [4]. Education in the era of Society 5.0 also demands the ability to adapt quickly to technological changes [5].

The current curriculum, learning methods that still tend to be traditional, limited technological infrastructure, and lack of teacher competence in utilizing technology are some of the challenges faced by many schools. The urgency of this research

is increasingly relevant considering the sustainable development goals (SDG 4) set by the UN in 2015 emphasize the importance of equitable and quality education [6]. Quality education is needed for national development, quality and competitive human resources can be created as one of the input streams in the development process through quality education. Without quality education, it is difficult to achieve national development goals.

Schools as formal educational institutions are required to be able to build an adaptive culture, namely a system of values, norms, and behaviors to respond to change quickly, flexibly, and innovatively [7]. This is in line with two important aspects of Society 5.0, adaptive and competent. Schools that have an adaptive culture are not only able to respond to change quickly but are proactive in creating new opportunities for educational development [8]. In this case, the organizational culture of the school is a key factor in determining how members of the organization react to change [9]. A strong organizational culture can be a determining factor in the success of an organization in dealing with change.

Previous studies, such as those conducted by [10] and [11] have made significant contributions to the understanding of school culture development. However, these studies focused more on best practices at a particular school level and have not explicitly discussed the development of school culture in the context of the Society 5.0 era. This study is different from previous studies because it specifically discusses strategies for developing school culture in the context of the Society 5.0 era, which is characterized by very rapid technological developments.

## II. METHOD

This study uses a qualitative approach with a literature study method to analyze relevant theories and research on adaptive school culture in the era of Society 5.0. The literature sources used include scientific journals, academic books, and related articles from the last five years obtained through databases such as *Google Scholar*, *DOAJ*, and *Scopus*.

Data collection was carried out by identifying and selecting literature that discusses the development of school culture, educational innovation, and technology integration in learning.

These sources are then classified based on the main themes that are in accordance with the research objectives.

Furthermore, the data was analyzed using content analysis techniques, which involve identifying themes, patterns, and key concepts from the literature review [12]. The results of this analysis will be used to develop practical strategies in developing an adaptive school culture that is responsive to the challenges of Society 5.0.

### III. RESULT AND DISCUSSION

School culture includes all physical aspects, environment, atmosphere, feelings, character, and climate in schools that can productively provide positive experiences for the development of students' intelligence, skills, and activities [13]. School culture can also be seen in the relationship between the principal, teachers, and other educational staff, from the form of discipline, sense of responsibility, rational thinking, learning motivation, habits of solving problems rationally, and so on.

In general, research based on literature studies that have been conducted has resulted in findings that the development of an adaptive school culture in the era of Society 5.0 requires a holistic approach and involves various components. It is important to realize that culture itself is complex because it has a unique and distinctive way of working (Macnail, 2009 in [14]). Deal and Peterson state that the complexity of school culture is evident in the definition of culture; the flow of norms, values, beliefs, traditions, and rituals that have formed over time as people work together, solve problems, and face challenges [15]. This definition shows that school culture will shape the identity of the school. It can be said that the quality of a school depends on the school culture that grows in its school. The more positive the school culture develops, the more students will achieve which will ultimately improve the quality of the school.

The following are several strategies that can be used to develop an adaptive school culture in the era of Society 5.0:

#### A. Building an Adaptive Principal Leadership Style

Leadership is an effort to influence members of an organization by providing inspiration, motivation and directing activities that lead them to have awareness to achieve the expected goals [16]. Leaders generally have certain characteristics, namely optimizing the positive values of the culture developed by the school [17]. A leader who is tasked with guiding members of an institution is known as the Principal. As the highest leader of a school, the principal has a great influence and can determine the quality of education in the school. The principal has a special role in compiling innovative and reliable programs in organizing all educators to realize the programs he has created.

The principal's leadership style plays an important role in creating a school organizational culture. The principal influences school culture through various roles, including being an educator, manager, and motivator, which are important for fostering a conducive learning environment. Several studies, such as those conducted by [9], [18], the principal's participatory

leadership style is considered suitable in building a positive school organizational culture. The application of a participatory leadership style makes the principal have a close and intimate relationship with the staff, this is a plus for the principal in establishing good cooperation with all components of the school.

In the context of Society 5.0, the development of an adaptive school culture can be realized by the leadership of a visionary principal. Visionary leadership has four roles (Hidayah, 2016 in [19]), namely: *a. Direction setter*. As a direction setter, a leader prepares a vision, communicates it, and motivates elements to move towards the future. *b. Agent of change*, a visionary leader is responsible for stimulating change in the internal environment. *c. Spokesperson*, knows and appreciates all forms of communication in explaining the vision of the future. *d. Coach*, as a coach, he must use group cooperation to achieve the vision that has been agreed upon together.

Visionary leaders not only provide direction and instructions to the team but also encourage active collaboration and participation of team members in achieving the vision [20]. Visionary leadership is characterized by the ability to make clear plans so that the formulation of the vision will depict what targets are to be achieved from the development of the institution he leads [21].

#### B. Designing an Independent Curriculum that Encourages School Innovation

Curriculum change is very important to ensure that the next generation is ready to face the increasingly rapid changes brought by the Society 5.0 era. To develop an adaptive school culture in the Society 5.0 era, another crucial step is to design an independent curriculum that not only delivers material but also stimulates students' creativity and innovation. This curriculum must be designed with high flexibility, allowing students to explore their interests and talents in-depth [22]. By giving students the freedom to choose projects, themes, or even learning methods, schools can foster a sense of ownership and responsibility for their learning process.

#### C. Integrating Technology and Digitalization in the Education Process

Integrating technology and digitalization into the educational process in schools involves leveraging digital tools to improve learning outcomes and the quality of education. This integration is driven by technology leadership, which plays a critical role in ensuring that digital tools are used effectively in educational settings. It is not simply about adding devices such as computers or projectors to the classroom but rather leveraging technology to improve the quality of learning, expand access, and develop 21st-century skills.

Many studies have been conducted to assess the impact of digital resources and technologies on the educational process. These studies found that the integration of digital technologies is very important because it can improve the educational process by creating interactive and engaging learning experiences [23], facilitating collaboration and communication between students

and instructors [24] [25], and personalizing the learning experience.

[26] in his research listed several examples of the use of digital resources and technologies, with tools such as *Google Docs, communication tools, smartphone applications, Learning Management Systems, games, presentation software, online assessments, and AI tools* identified as the most effective in enhancing the educational process. In addition to these supporting tools, the incorporation of digital tools into teaching practices was achieved through a variety of techniques and strategies, including demonstrations, collaborative learning, problem-based learning, project-based learning, and digital games, although instructors reported using interactive lectures, peer learning, and simulation-based learning less frequently.

#### D. Providing Continuous Professional Development

The 21st century has demanded teachers have critical thinking skills in supporting the evaluation, assessment, and reconstruction process, as well as making policies related to rational and logical actions [27]. Teachers are expected to be able to create innovations in the learning process by utilizing digitalization technology. Teachers must learn how to learn, and how to apply theory into practice to advance student development over time.

The advancement of information technology requires teachers not only to be able to transfer knowledge but also to be able to apply basic values. The role of teachers as educators in the era of Society 5.0 is to instill basic values of character development in life. In addition, teachers must be able to facilitate and guide students in utilizing advances in information technology wisely and as a source of inspiration for students. Although information technology is developing very rapidly so that learning resources are very easy to obtain, the role of teachers as educators cannot be completely replaced by technological advances. This can be realized if teachers do not stop learning and always try to develop themselves through academic training.

To ensure the quality of education continues to improve, schools need to commit to providing ongoing professional development programs for teachers. Teacher development is the professional growth achieved by teachers as a result of gaining increased experience and systematically examining their teaching (Glatthorn, 1995 in [28]). This program is not only to fulfill administrative requirements but must also be designed to meet the real needs of teachers in improving their competence. Teachers need to improve their professionalism related to mentality, commitment, and quality to have competence by the development of the era of Society 5.0.

By providing relevant and up-to-date professional development, teachers will have the knowledge and skills they need. A comprehensive professional development program will encourage teachers to be lifelong learners, so they can continue to adapt to changes in the world of education.

#### E. Building Collaboration Between

Collaboration is the key to realizing an inclusive, sustainable, and prosperous Society 5.0 [29]. Building collaboration between parties in the educational environment is the key to creating an optimal learning ecosystem. Collaboration involving teachers, students, parents, the environment, the community, and other stakeholders will produce positive synergy. By involving all parties in the decision-making process and program implementation, schools can create an inclusive, relevant, and student-centered learning environment. Effective collaboration will encourage a sense of shared ownership of educational success. Through open communication, mutual respect, and solid cooperation, schools can overcome various challenges and achieve higher educational goals.

Effective collaboration not only involves the school community, but also reaches out to various other stakeholders. By involving governments, companies, and non-profit organizations, schools can access broader resources, diverse perspectives, and stronger policy support. This collaborative network allows schools to develop innovative programs that are relevant to community needs, and increase the social impact of education. By building a strong collaborative network, schools can address global challenges, encourage innovation, and create a better future for.

#### IV. CONCLUSION AND RECOMENDATION

This study has identified several key strategies for developing adaptive school cultures in the era of Society 5.0. The integration of technology, the development of flexible curricula, and visionary leadership are the main pillars in shaping innovative and responsive learning environments. Additionally, strong collaborations among various stakeholders and ongoing professional development for teachers also play a significant role in creating adaptive school cultures. These findings indicate that transforming school culture is a complex process that requires long-term commitment from all members of the school community.

Based on the research findings, it is recommended that schools focus on developing adaptive leadership, designing student-centered curricula that are relevant to the needs of the 21st century, and effectively integrating technology into the learning process. Furthermore, it is important to build strong collaborations with various stakeholders and provide ongoing professional development programs for teachers. By doing so, schools can create conducive learning environments for students to develop the 21st-century skills needed to meet the challenges of the Society 5.0 era.

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