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# REDESIGNING A FUTURISTIC LEARNING MODEL THROUGH THE SCAMPER TECHNIQUE TO DEVELOP 21ST-CENTURY SKILLS IN THE SOCIETY 5.0 ERA

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**Abstract**
This study aims to redesign a futuristic learning model through the SCAMPER technique as a framework for developing effective and future-oriented education that responds to the demands of the Society 5.0 era. The study focuses on combining learning models to cultivate students' critical thinking, creativity, communication, and collaboration skills. Through the substitute, combine, adapt, modify, eliminate, and rearrange stages of SCAMPER, this research integrates Problem-Based Learning as main model, Group Investigation as complement model, and Talking Stick as supporting model into a coherent learning framework. Using a descriptive qualitative method, data were collected through document analysis and literature review, and analyzed following Miles and Huberman's model comprising data collection, reduction, display, and conclusion drawing. The results show that the redesigned model encourages student-centered learning, active participation, and meaningful interaction between teachers and learners. The integration of collaborative and reflective activities also promotes students' confidence and communication fluency. Thus, the SCAMPER-based redesign offers a practical reference for educators in constructing innovative, contextual, and adaptive learning models that prepare students to face the complex challenges of the Society 5.0 era.
**Keywords:** Combination of Learning Models, SCAMPER Technique, Society 5.0.

***Abstrak***
*Penelitian ini bertujuan untuk meredesain model pembelajaran futuristik melalui teknik SCAMPER sebagai kerangka pengembangan pembelajaran yang efektif dan berorientasi masa depan dalam menghadapi tuntutan era Society 5.0. Fokus penelitian diarahkan pada kombinasi berbagai model pembelajaran untuk menumbuhkan keterampilan berpikir kritis, kreativitas, komunikasi, dan kolaborasi peserta didik. Melalui tahapan substitute, combine, adapt, modify, eliminate, dan rearrange, penelitian ini mengintegrasikan Problem-Based Learning sebagai model utama, Group Investigation sebagai model pelengkap, dan Talking Stick sebagai model pendukung ke dalam satu kerangka pembelajaran yang terpadu. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data berupa analisis dokumen dan kajian literatur, serta analisis data mengacu pada model Miles dan Huberman yang mencakup*

*tahap pengumpulan, reduksi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa model hasil redesain mampu mendorong pembelajaran berpusat pada siswa, meningkatkan partisipasi aktif, serta membangun interaksi bermakna antara guru dan peserta didik. Integrasi aktivitas kolaboratif dan reflektif juga memperkuat kepercayaan diri serta kelancaran komunikasi siswa. Dengan demikian, redesain model berbasis SCAMPER ini memberikan acuan praktis bagi pendidik dalam merancang pembelajaran yang inovatif, kontekstual, dan adaptif untuk mempersiapkan peserta didik menghadapi kompleksitas tantangan era Society 5.0.*
***Kata kunci**: Kombinasi Model Pembelajaran, SCAMPER, Society 5.0.*

## INTRODUCTION

Entering the era of *society* 5.0, education plays a central role in shaping a superior generation that is not only armed with knowledge, but also adaptive to technological developments, able to innovate, and has a strong character. This strategic role makes education a long-term investment that determines the sustainability of the nation, as well as the foundation for achieving the quality of human resources that can compete at the global level. As stated in the National Long-Term Development Plan (RPJPN) 2025-2045, improving the quality of human resources is designated as one of the main pillars in realizing Indonesia as a sovereign, developed and sustainable country. Within this framework, education plays a central role in shaping the quality of these superior human resources. One of the crucial stages is basic education, which plays a role in fostering and strengthening values and basic competencies that affect the success of students at the next level of education. In line with the *Education for Sustainable Development* (ESD) framework by (UNESCO, 2012), it is emphasized that quality basic education is the main foundation for forming citizens who are able to live a sustainable life.

In this context, realizing quality basic education in the era of *society 5.0* requires students to master 21st century competencies early on. In line with Harun (2021) who states that the characteristics of the competencies needed in the era of *society* 5.0 are closely related to the concept of 21st century skills which emphasize *skills* or abilities, innovation and the use of technology. Furthermore, "*The 4C Skills"* formulated by the *Framework Partnership of 21stCentury Skills* or skills in 21st century thinking and learning skills, include: (1) *communication*; (2) *collaboration*; (3) *critical thinking and problem solving*; and (4) *creative and innovative* (Mardhiyah et al, 2021; Puspa et al, 2023; Barus & Sahrul, 2024). The 4C skills are the main key so that students are able to adapt in a dynamic and complex environment, face various problems creatively, and encourage collaboration in diversity, all of which are fostered in the learning process through interactions between teachers and students in building attitudes, knowledge, and skills. Thus, the learning paradigm in the era of *society 5.0* must be directed at strengthening 4C skills through innovative, active, and character development-oriented learning.

However, this ideal has not been fully reflected in learning practices in elementary schools. Based on observations in various elementary schools in the South Kalimantan region, it was found that most teachers still apply conventional learning methods where learning is teacher-centered and students listen more than actively involved in building

knowledge, attitudes and behaviors that are fostered in learning. This condition makes students tend to be passive and less involved in the process of critical thinking, problem solving, and collaborative activities in the classroom. This kind of learning pattern has the potential to hinder the development of 21st century skills which are the main demands in the era of *society 5.0*. If this learning pattern continues to be maintained, efforts to form a superior and quality generation that has the competencies required by the *society 5.0* era will be even further from expectations.

One of the factors contributing to this condition is the limitations of teachers in designing and implementing active, creative and contextual learning. Based on information obtained by researchers, one of the reasons for teachers' difficulties in providing active and creative learning is the unavailability of learning models that suit the needs of the class and the complexity of existing models that are difficult to implement effectively. In response to these problems, the researcher conceptualized an innovative-futuristic learning model framework through the SCAMPER technique that can be used as a reference for teachers in developing creative, contextual, and applicable learning according to the conditions of each class. This framework provides space for teachers to modify ideas, find new solutions, and apply knowledge creatively in facing the challenges of *society 5.0.* Researchers also drafted a SCAMPER-based learning model that can be used as a reference in creating an active, collaborative, and character-strengthening-oriented learning atmosphere. Through this model, teachers are expected to be able to foster students' activeness, creativity, and critical thinking as a form of strengthening 21st century skills that are relevant to educational needs in the era of *society 5.0.*

## METHOD

This research uses descriptive research, cited in Abddullah, (2018). Descriptive research is directed at describing symptoms, facts or events on independent variables, without making comparisons or connecting with other variables. The goal, as cited in Hikmawati (2020), is to describe objects precisely regarding the nature of individual characteristics, circumstances, symptoms or certain groups systematically and accurately, as problem solving in the present or actual nature and describe the facts about the problem being investigated as they are accompanied by rational interpretation. In this case, the problem that is used as the basis for writing about the not maximizing the use of learning models by teachers and learning models that are in accordance with the needs of the class and the complexity of existing models so that it is difficult to implement effectively in learning in schools, especially in the Barito Kuala-Banjarmasin area, so that starting from this to overcome it, the researcher made a learning model framework design along with one model as an example that can be the basis for teachers to design learning using an interesting model and can foster skills to welcome the era of *society* 5.0 according to the conditions of the school environment. The model design is based on the SCAMPER concept, cited in Yurtgün (2025), SCAMPER is an acronym for S = *substitute*, C = *combine*, A = *adapt*, M = *modify*, P = *put to other uses*, E = *eliminate* R = *reverse/* rearrange. Each letter describes a different way to trigger and generate new ideas in

learning, whether related to places, procedures, tools, people, ideas, or even psychological atmosphere. Based on the results of bibliometric analysis by Ariyani, et al (2022), SCAMPER is proven to be relevant to 21st century learning needs as it is able to develop creative and innovative thinking skills. The study also mentioned that SCAMPER is still rarely applied in basic education, so its application in this context is a new contribution, especially in the development of learning models that are adaptive to the challenges of the *society* 5.0 era.

The data obtained in this research is divided into two based on its source. Primary data is obtained directly through the observation process in schools. Then secondary data is obtained through a thorough study of theories, concepts, and arguments related to writing in the form of books, writing journals, scientific articles, web news and government policies that are relevant to the topic discussed. Data collection was carried out including through observations at several schools, namely: SDN Handil Bakti, SDN Sidorejo 2, and SDN Alalak Utara 1. It was also accompanied by interviews with classroom teachers at the school to explore the necessary information related to the topic developed. In addition, it is also complemented by documentation, according to Hikmawati (2020) documentation is a record of events that have passed, can be in the form of writings, pictures, monumental works of a person. In this case, documentation is needed to get an overview of the teaching and learning process to see the real conditions and constraints as one of the bases for developing a learning model design that can support the development of skills in the era of *society* 5.0.

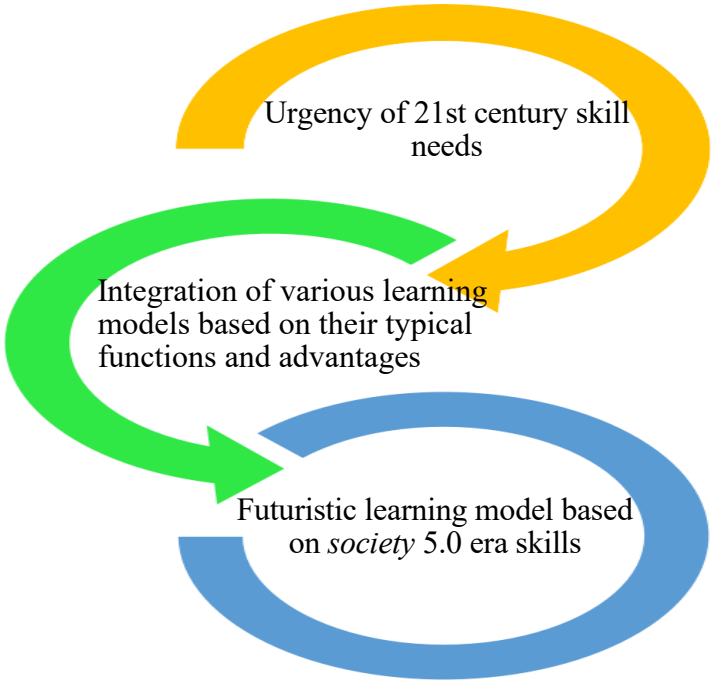
Data analysis techniques refer to the Miles & Huberman model or method known as the interactive model. Data analysis activities with this interactive model include: 1) *collecting* data, in this case the researcher collects data in the form of interviews, observations and documentation in the field objectively; 2) *data reduction* means summarizing, selecting the main things, focusing on important things, looking for themes / patterns that take place continuously during the project until the report is compiled; 3) *data display* after the analysis process will get a set of arranged information which will provide the possibility of drawing conclusions and taking action; 4) *conclution* or verification, in this case an effort is made to search, test, recheck or understand the meaning or meaning, regularity, patterns, explanations, flow, cause-and-effect, or preposition. Meanwhile, conclusions can be in the form of a description or description of an object that was previously dim or dark so that after research it becomes clear, it can be a causal or interactive relationship, hypothesis or theory Zulfirman (2022). Drawing conclusions is done by testing the truth of the data obtained and through the data triangulation process so that it can be further verified, then comprehensive, valid, and objective data are obtained. Conclusions are obtained after referring to the problem formulation, writing objectives and discussion. The conclusions drawn present the subject matter of the paper, and are supported by further practical suggestions.

## RESULTS AND DISCUSSION

The futuristic learning model designed in this research is the result of integrating the skills needed by *society 5.0* with the dimensions of the Pancasila student profile. The integration is realized through a combination of several learning models that have complementary characteristics and are in line with the principles of an independent curriculum. The basis for this combination of learning models is the skill needs of students in facing the challenges of the times. Each model combined has its own characteristics and advantages, so this combination is expected to be able to optimize the potential advantages of each model in a unified learning process that is intact, adaptive, and relevant to strengthening 21st century skills, especially the ability to think critically, communication, collaboration, and creativity which are the main foundations in facing the era of *society 5.0.*

The form of interrelationship between the foundations can be seen in the following chart.

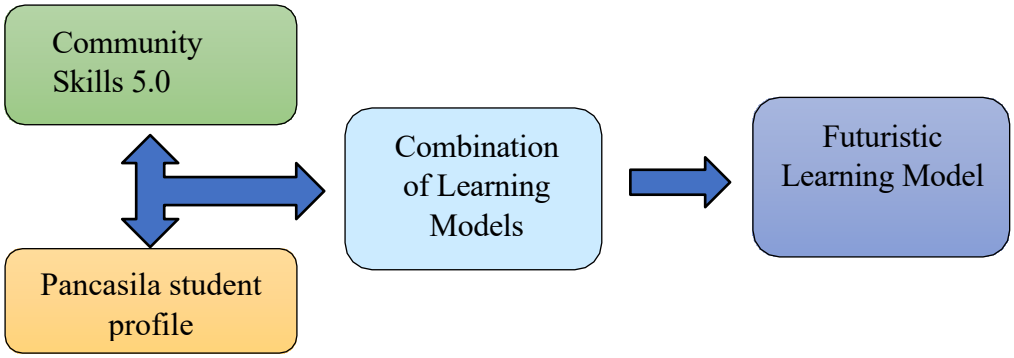
Conceptual Framework for Designing a Futuristic Learning Model




The flow of the process of forming a futuristic model design is by grouping community skills 5.0 and also the profile of Pancasila students as a starting point for developing learning models. Based on the identification of community skills 5.0 and also the points of the Pancasila student profile, it was realized that it was not enough to maximize only one learning model, from this it was developed by combining learning models. From this it is believed that it can develop more aspects of skills and attitudes that are expected so that it is relevant to be a futuristic learning model.

The following is the flow of thinking in developing a futuristic model.

**Chart 2**. Flow of Thinking in the Development of Futuristic Learning Model




With a systematic flow of thinking to strengthen the argument and basis for developing this futuristic learning model, relevant scientific methods are needed. The method used is SCAMPER because it can facilitate the process of developing adaptive learning designs. Starting from its history, which was also used by a teacher, Bob Eberle, in 1991 to increase interest in children's perspectival, imaginative, and creative abilities. It is not that the method has been used for a long time, but rather that the stages and processes in the design of this model become more specific details in creating a *futuristic* learning model so that the basic arguments set have been tested and are relevant to the principles of innovation in the SCAMPER method itself.

Through the SCAMPER method, the development of learning models is no longer linear, but dynamic and adaptive to the characteristics of students, the socio-cultural context, and the direction of national education policies, including the Merdeka Curriculum. Thus, the process of designing a futuristic learning model can produce a synthesis of models that are not only pedagogically effective, but also form the profile of Pancasila students who are characterized, creative, and collaborative. The steps in developing a Futuristic Learning Model with the SCAMPER technique are as follows.

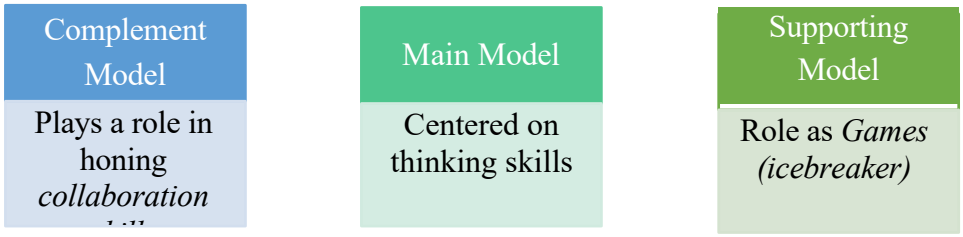
The first step is *subtitute*. In learning, teachers have an important role in designing learning activities. Many things that teachers can make the basis for designing learning activities, such as the characteristics of students, the surrounding social and cultural conditions, and the level of ability of students. It is very possible that there is diversity from one region to another. So, the view of the teacher that "there is no suitable learning model" can be done one of them through substitution or replacing the steps of the learning model with the syntax of the appropriate model used by adjusting the characteristics of students and the school environment.

The second step *combine. S*in addition to replacing the activity steps in the learning model, teachers can combine several learning models, so that in addition to adjusting to the circumstances of students and the environment, teachers can also develop various skills through this combination of models and learning will become more varied and can increase students' interest and enthusiasm for learning. In combining learning models, it can be grouped into 3 types, namely: 1) *Main model.* In learning activities there are main activities that teachers design for students as an effort to make students the subject of

learning, this activity allows the fulfillment of learning competencies effectively, and has greater potential to succeed in achieving it and has more value in developing aspects of students' attitudes and thinking, then this model can be classified as the main model. The learning models that can be classified as *main models* are *Project Based Learning* (PjBL), *Problem Based Learning* (PBL), *Contextual Teaching and Learning* (CTL). In connection with the implementation of the independent curriculum as stated in the Decree of the Minister of Education, Culture, Research and Technology No. 56 of 2022, it contains 2 things, namely intracurricular learning and projects to strengthen the profile of Pancasila students. To achieve the objectives of these two points, a varied learning sequence is needed, including projects that students must do to train their critical and creative thinking skills according to the profile of Pancasila students. 2) *Compliment model.* To develop various social skills and mutual cooperation in students, learning is packaged in *cooperative* learning, this is in accordance with the position of the complement model which encourages students to be able to work together and collaborate with their group colleagues in completing learning projects. This is also in line with the profile points of Pancasila students who have global diversity and work together. This model acts as a complement to the main model so that not only the cognitive aspects are developed but also supports the affective and psychomotor domains in students. Learning models that can be used as a complement are *Small Group Discussion*, *Jig Saw, Number Head Together, Group Investigation*. This learning model can be combined with the main model to develop many skills needed by learners and also a form of implementation of the Pancasila learner profile in inclusive learning activities. 3) *Supporting Model.* Given that students are at a basic level, learning is not far from games and entertainment as an effort to increase students' interest and motivation in learning, from that the supporting model is present to welcome the two concepts of the previous model combination. Learning models that can be used as supporting models, for example *Talking Stick* and *Snow Ball Throwing*. The classification of this model is based on the level of difficulty of the model and also the aspect of game values in learning activities. Of course it also plays a role in growing the profile of Pancasila students in students.

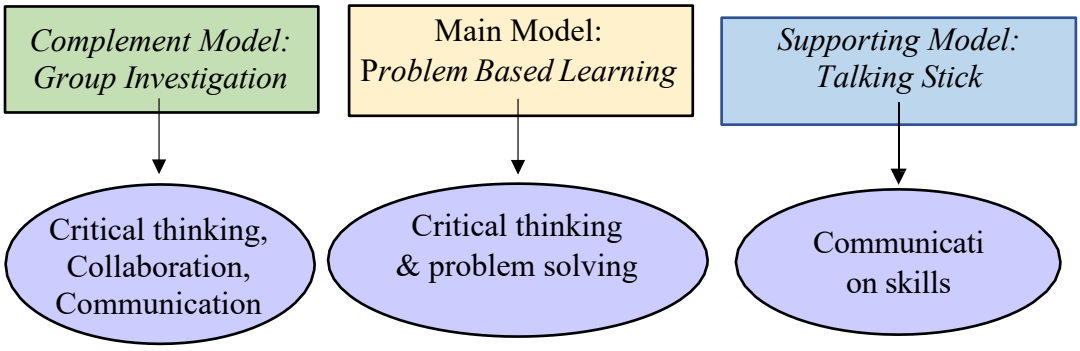
The third step *adapt.* After classifying learning models that contain three types of models, adjustments are made to the expected abilities of students and the expected learning competencies. Through a combination of models, it is hoped that it can fulfill the skills of society 5.0 and also the profile of Pancasila students. To facilitate this, researchers provide an alternative conceptual framework in designing futuristic models through a combination of models with the terms *main model*, *complement model*, and *supporting model*.

**Chart 3.** Model Combination Conceptual Framework



The fourth step *modify*. Based on the concept that has been adapted, modifications are made to adjust the steps of each model to become a combination of learning models. Things that need to be considered in modifying this model are the characteristics of the learning model and the form of activities of the learning model, which are then adjusted to the expected skills. If the teacher has only thought of one model for one lesson, the researcher suggests that several models can be combined and integrate the various skills needed to be achieved in one lesson. For example, the skills to be developed are skills centered on critical thinking and problem-solving skills that are integrated with communication skills and collaboration.

**Chart 4.** Model Combination Design Example




The fifth step *put to another*. After determining the learning models to be used, the next step is to assemble the implementation stages of each model. One of the models chosen is *Group Investigation* (GI). This model is proven to be able to improve students' collaboration skills. In line with the results of research by Novita, et al (2021), the *Group Investigation* model is effective in improving students' critical thinking, collaboration, and communication skills and has a positive effect on the development of 21st century skills so that it is relevant to be applied in the context of 21st century learning and *society 5.0*. In line with this, the ability of this model to improve students' collaborative skills is supported by the results of research by Wahyuni (2025), that the application of the *case method-based* GI model has a strong influence on improving students' ability to work together and solve problems. The t-test results showed a significant difference between the experimental and control groups with a significance level of 0.000 <0.05, as well as an increase in the collaboration N-Gain score of 0.71 which is classified as high. During the implementation process, learners showed active participation in discussions, division of roles, and joint decision-making, which illustrated indicators of collaboration such as effective communication, group responsibility, and mutual respect for different opinions. The GI model provides space for learners to manage the learning process independently, while the Case Method helps them solve real problems through a reflective and constructive approach. Implicatively, the application of GI not only impacts academic outcomes, but also fosters empathy, social responsibility, and the ability to work together in real contexts. Thus, the GI model plays a strategic role in building the foundation of 21st century skills, especially collaboration which is a key competency in facing the challenges of the *society* 5.0 era. Research by Syamsuddin & Murdiono (2025), the

application of the GI model is effective in increasing learning motivation and collaborative character. The results showed an increase in the average motivation score from 73.7 to 84.2 and collaborative character from 71.4 to 83.6 with a $p$ value <0.001. The increase was seen in the aspects of active participation, joint decision-making, and mutual assistance in the group, thus strengthening the role of GI in developing students' collaboration skills. Thus, GI can be seen as a comprehensive model because it supports three main skills, namely collaboration, critical thinking, and communication.

In addition to the GI *Group Investigation* model, the *Problem Based Learning* (PBL) model is also part of this futuristic design. PBL has the advantage of fostering critical thinking skills while building students' disciplinary attitudes. Cahyani, Hadiyanti & Saptoro's research (2021) found that the application of PBL at SD 1 Bantul succeeded in increasing students' discipline from the initial score of 34.67 to 94, as well as increasing critical thinking skills from 34.5 to 70.25. At the student level, Misidawati & Sundari's research (2021) also confirmed the effectiveness of PBL in improving critical thinking skills by 24.2% and learning outcomes by 31.03%. Research by Susanti, et al (2023) also strengthened the effectiveness of the *PBL* model in developing students' problem solving skills. The results showed that the application of PBL was able to improve students' ability to identify problems, formulate various alternative solutions, and evaluate the results obtained systematically. Through problem-based learning, students are trained to think analytically, critically, and reflectively in dealing with contextual problems in their learning environment. PBL not only affects the improvement of cognitive abilities, but also encourages the growth of cooperation, independence, and high learning responsibility. Thus, the application of the PBL model is a relevant strategy in shaping learners who are adaptive, solutive, and oriented towards developing *problem-solving skills* needed in facing the challenges of the *society 5.0* era.

Furthermore, the model that will be used as support is *Talking Stick*. Unlike GI and PBL which emphasize problem solving and collaboration, *Talking Stick* focuses more on developing oral communication skills. The results of Sukmadewi & Ganing's research (2020) showed that students who learned with the *Talking Stick* model obtained an average speaking skill score of 80.15 (good category), while the control group was only 64.79 (fair category). The results of Hartina's research (2020) also showed similar positive findings, the application of the *Talking Stick* model proved effective in improving students' speaking skills in English classes. Through two cycles of action, the results showed an increase in the average speaking ability by 9.43 points as well as an increase in the number of students who reached the minimum standard from 54% to 77%. This improvement occurred in the aspects of fluency, accuracy, and comprehension in speaking. During the learning process, learners become more active, confident, and brave to express their opinions because each individual gets the same opportunity to speak when holding a stick. This technique not only trains oral communication skills, but also fosters responsibility and the ability to listen critically to group mates. The results of Fatt'ah's research (2024) also strengthen the effectiveness of the *Talking Stick* model in learning

to speak. There was an increase in the average score of speaking ability from 76 in the pretest to 79 in the posttest in the experimental class, and from 72 to 76 in the control class. This finding shows an increase in students' speaking ability after the implementation of *Talking Stick*. These results confirm that the use of *Talking Stick* can create a more active and fun learning atmosphere, helping learners practice pronunciation, fluency, and courage to speak in front of the class. Thus, this model has the potential to be an effective alternative in language learning that is oriented towards developing communication skills and active participation of learners.

*Based* on the review of the three learning models, it can be concluded that *Group Investigation* plays a role in developing collaboration skills, *Problem Based Learning* strengthens critical thinking and problem solving skills, while *Talking Stick* focuses on developing oral communication skills. By combining *Group Investigation*, *Problem Based Learning* and *Talking Stick*, learning not only focuses on cognitive aspects, but also develops collaboration, communication, critical thinking and problem solving. This combination is aligned with the key skills of the 21st century that are relevant to the learning needs in the era of *society 5.0*.

The sixth step of *eliminate* is to eliminate each syntax to avoid repetition and produce a learning flow that is simpler, cohesive, and oriented towards developing 21st century skills. The skills targeted in this design include critical thinking and problem solving integrated with communication and collaboration skills. The process of elimination was done by examining the steps of each model, namely *Group Investigation*, *Problem Based Learning* and *Talking Stick*, and then combining them in the form of new, more structured stages. For example, in Group Investigation, syntax such as the division of heterogeneous groups, assigning tasks, and submitting discussion results were retained because they were relevant to the development of collaboration and communication. Through *Problem Based Learning*, the core stages are learning goal orientation, problem definition, task organization, and facilitation of experimentation and report generation, as these are in line with strengthening critical thinking and problem solving. Meanwhile, from *Talking Stick*, steps were chosen that encourage students' courage to communicate the results of discussions through the talking stick mechanism, which is effective for honing communication skills as in the previously discussed research results Cahyani, et al (2021); Misidawati & Sundari (2021); Novita, et al (2021); Syamsuddin & Murdiono (2025); Wahyuni (2025); Fatt'ah (2024); Hartina (2020); Sukmadewi & Ganing (2020) regarding the pedagogical characteristics and empirical results obtained from each model. Based on this synthesis, the selected stages are then rearranged to complement each other, resulting in an integrated, efficient, and oriented learning flow that develops *critical thinking*, *collaboration*, and *communication skills* as the main competencies of the 21st century in facing the era of *society 5.0*. The combination of learning models in learning has also been carried out through various studies by Ariadi, et al (2023); Rizaliannor & Agusta (2023) Hayati, et al (2024); Saputeri & Annisa (2024), the synthesis of the model in the study also aims to simplify learning steps to be more efficient and directed which is

proven to increase activity to support student learning outcomes. Thus, the syntax elimination step in this study is in line with the efforts of various studies to build effective integrated learning designs in developing 21st century skills.

The seventh step, *reverse*, is to reorganize the selected syntax to make it more systematic and integrated as a logical learning flow. This process marks the reconstruction stage of the futuristic learning model with the SCAMPER method by reordering the learning steps from the three learning models*(Group Investigation*, *Problem Based Learning*, and *Talking Stick*) into a new structure that is oriented towards learner activities. The steps of the futuristic learning model are as follows: First, the teacher provides apperception, explains learning objectives and motivates learners to engage in the chosen problem-solving activity (PBL, GI). Second, the teacher divides learners into several groups heterogeneously and calls group representatives to direct the task (GI). This step will foster *collaboration* & *communication* skills. Third, the teacher facilitates learners in defining and organizing tasks related to the problem (PBL, GI). This step will foster *critical thinking and problem solving* skills. Fourth, learners are directed to discuss and gather information related to the task or conduct experiments to get an explanation of problem solving, data collection, and hypotheses according to the learning carried out (PBL, *Talking Stick*). This step will foster *critical thinking and problem solving* skills *, communication*. Fifth, the teacher directs students to make a report to be presented (PBL). This step will foster *collaboration* skills. Sixth, the teacher forms a large circle and prepares a stick to be rotated around from students to other students (*Talking Stick). This step will foster communication skills.* Seventh, when the music stops, the learner holding the stick will represent their group to explain according to the sub-topic or question in the stick. And so on until most learners get their turn to communicate the results of their group work*(Talking Stick)*. This step will foster *communication* skills. Eighth, other groups can respond to what is delivered*(Talking Stick)*. This step will foster *communication* skills. Ninth, the teacher provides clarification if there are errors in the concepts presented or conclusions (PBL, GI). Tenth, conclusion and closing (PBL, GI, and *Talking Stick*).

The application of a combination of learning models in the design of this futuristic learning model is a concrete form of integration of various learning models. Through this integrative flow, it attempts to illustrate that the combination of learning models can produce learning that is in line with the demands of the 21st century. Thus, this design can be a concrete example in designing a futuristic learning model through a combination of models with the SCAMPER method that can inspire teachers to develop creativity, be innovative and adaptive to the needs of their respective classes.

## CONCLUSION

Redesigning learning model using SCAMPER method can produce a futuristic learning framework that is relevant to the demands of society 5.0 era. Through the process of substitute, combine, adapt, modify, put to another, eliminate, and reverse, the integration of the main model of Problem Based Learning, the complementary model of Group

Investigation, and the supporting model of Talking Stick is obtained. This combination serves to strengthen each other, so that it not only develops critical thinking and problem solving, but also fosters communication and collaboration as core 21st century skills in line with the Pancasila learner profile. By achieving the research objective of designing a more adaptive learning model framework, this result confirms that teachers can utilize a combination of models as an alternative innovation that is more flexible than the application of a single model. This futuristic learning model design can answer the needs of basic education in the era of society 5.0, especially in preparing students to face the complexity of global challenges. As a development direction, empirical testing in a real classroom context is needed to assess the effectiveness of this futuristic model on learning outcomes. In addition, integration with digital technology and cross-disciplinary project-based learning is recommended to make this framework more contributive in supporting the Indonesia Emas 2045 agenda.

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