



The more empowered schools, the more fruitful students

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ABSTRACT

This study emphasizes the importance of adding life skills education to school curricula, recognizing that not all students' paths will lead to traditional employment. While not all students will become doctors, engineers, or lawyers, they will all go through a process of growth. Every individual needs key life skills necessary for resilience, adaptation, and effective management of daily life. This study aims to explore the important role of education in preparing the developing generation to live at the desired level by emphasizing the importance of empowering schools to shape a more productive future. This study utilizes the case study research approach. In this technique, researchers remain outside of the situation under investigation, focusing on the examination of many aspects and components that may interact. as a result, a holistic education, active families, and a developing curriculum with 21st-century skills enable children to overcome social barriers and prepare them for postsecondary education and the workforce. This study proposes a holistic strategy that emphasizes life skills alongside academic coursework, developing individuals who are adaptable and ready to face future challenges by revisiting the traditional educational tripod.



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INTRODUCTION

Every child deserves the chance to achieve in a high-quality school. Children and adults establish engaged communities of learners in high-quality schools, as indicated by a supportive and challenging culture. They are well-resourced and staffed by qualified experts, offer small classes to ensure individualized instruction and attention to each student's learning requirements, and are safe, healthy, and up-to-date. Students at these schools continue to progress toward critical learning outcomes, as evidenced by various sources and data, including classroom work, progress, and mastery exams, and grade promotion and graduation rates.

Furthermore, it is straightforward to access resources nowadays. The one that forces us to take it easy, pushing us to laziness, is 'The internet. However, the internet is a hugely beneficial invention. Information has become faster, better, and easier to obtain every year. Learn why real-life skills empowerment is more important than ever for children and young adults. However, because the information obtained through the internet is unfiltered, it has ushered in a complex information age characterized by various stimuli. It has the potential to destabilize students' emotions. It is challenging to deal with the disinformation, cyberbullying, and other unpleasant repercussions students face today. That is why, today, more than ever, students require real-life skills empowerment. While there is no complete list, here are a few examples: Organizing your time, managing your finances, housekeeping, communication, developing a positive self-image, self-improvement, a growth mentality, and stress reduction.

While the current epoch is frequently referred to as the digital age, technology age, and information age, it is also an epoch distinguished by uncertainties as a result of the rapid changes and transformations that are taking place. During this time, educational institutions are tasked with preparing their students for yet-to-be-developed technology, professions still to arise, and unforeseeable obstacles (OECD, 2018).

It would be better to talk about 'Power.' It is at the heart of empowerment. "The concept of power has been more totally overlooked in education studies than in any other discipline of basic social relevance" Rimm-Kaufman & Sandilos (2011) and Hooper et al. (2023) claim that if teachers want their

students to manage successfully in an ever-changing and demanding society, they must use their power correctly. On the other hand, educators often need to be more informed about utilizing power effectively (Avidov-Ungar et al., 2014). To evaluate the efficient use of power, educators must first comprehend the concept of power; as familiar points out, we all know exactly what power is until they ask us (DeMatthews et al., 2021; Muller & Young, 2019). Many scholars have speculated on the meaning of power as a multi-faceted notion crucial to understanding individuals, their intentions, aims, and behaviors.

According to Canning (2019), empowerment can be defined by stressing how students use their relationships with others, participate in activities, express themselves, and interact with their surroundings to influence the situations in which they are involved. Furthermore, empowerment entails instilling confidence in one's skills and competency. One's sense of self-efficacy in terms of the talents one possesses can be viewed as a personal belief in what one can accomplish with one's current abilities (Çetin & Basim, 2017).

Capability relates to an individual's ability or capacity to act, whereas competence refers to the suitability, appropriateness, or effectiveness of that activity. With this, "student empowerment" is investigated using frameworks such as the concept of the student (García, 2013). As a result, an empowered individual believes in their ability/capacity to perform in an adequate/appropriate/effective manner. Sharing power does not imply less power (Simonetti, 2022). Instead, teachers preserve and develop power by sharing power because power is more than a top-down form of control in bureaucratized societies (Weber, 2019). Power may be defined as the ability to influence one's surroundings. However, it is a complicated and nuanced concept. We may examine this paper issue more under the following different sub-headings.

One such aspect is the development of life skills: For example, who is appropriate to teach life skills? These complete abilities are best learned at home, especially given the amount of time students spend at school. Consider a group of young people who perform academically but lack the requisite life skills to manage real-world issues. What if they had difficulty communicating clearly? Or were you always in debt because you could not manage your money? Maybe they can do some things online with games, but is it like that in reality? Again, there is a classic clash of theory and practice. It is both disturbing and widespread at the same time.

As a result, schools, parents, and students(tripod) must play a part in preparing students for the future. This one is more than just teaching algebra and science in the school. While no one can deny the value of solid academics, they are insufficient without the requisite life skills.

The second aspect is the importance of life skills: Why is it important to teach life skills in school? Students can develop a better knowledge of their own identity and objectives by learning life skills. Furthermore, it creates heightened awareness of their difficulties as well as greater empathy for the difficulties encountered by individuals in their society. The truth depends on the good functioning of the guidance service. Since some countries see this as a need, know and feel it, they have already begun to place it in school curricula under different names such as 'life preparation course' or 'social values course.' The average high school student is saddled with a slew of real-world duties.

Balancing academics, extracurricular activities, and trying to maintain a social life can be difficult, especially with the constant developments in technology. Other factors must be considered when teaching life skills critical to assisting students' development through school curricula. One such is using popular disciplines like math and economics to increase financial literacy.

The third aspect is communication: The importance of encouraging positive communication and interaction. While everyone can communicate in the most basic sense, being a good communicator takes actual talent. Students learn to communicate effectively and assertively while respecting different points of view by studying communication skills. This includes developing practical listening skills and positive reactions, as well as cultivating values such as tolerance and open-mindedness. Students are taught to demonstrate empathy and distinguish between passive and active listening in a life skills curriculum. This understanding is critical for avoiding miscommunication, overreaction, and misinterpretation, allowing students to establish good connections with family and friends.

Furthermore, these abilities are critical in building favorable connections in both the business and society. Despite the widespread belief that communication is intuitive, it is a skill that requires purposeful practice. As a result, a strong life skills curriculum is essential for student achievement and future preparedness.

The fourth aspect is decision: Encouraging effective decision-making. Life is sometimes full of choices. Then there are the minor decisions, such as what to wear or eat for dinner. No matter how insignificant, every decision we make can change our lives. Students must understand how to make educated and confident decisions. Unfortunately, most teenagers are ill-equipped to make decisions and are easily swayed by peer pressure. For example, students may skip class because excellent students do it regardless of their schoolwork. A complete life skills program can help with this.

Students learn the value of self-reflection and accepting responsibility for their actions through the positive action program. Teaching students how to assess events rationally and emotionally will help them make better decisions. Students studying math and economics should be taught how to manage money properly. High school graduates frequently lack important skills in credit card management, checkbook balancing, and other financial elements. This is a significant worry, especially given that students must make long-term financial decisions even after receiving college degrees. Teaching students to develop healthy communication and engagement is another technique to assist them with handling complexity.

And finally, the last aspect is applications: They are requesting 21st-century skills applicable in the real world. The need for a solution is becoming more pressing. Students are growing increasingly dissatisfied with what they perceive to be a gap between what they are taught in school and their experiences in "real life." They desire an education that is relevant to their lives. Many students are more interested in studying when they can see how and where they will apply what they have learned.

Also, many students believe they are underprepared and lack perseverance. Many students find difficulties transferring from a passive approach to high school lessons to the demand for critical thinking at university due to their still-developing capabilities. It is critical to provide children with the tools they need to navigate change. Improving problem-solving, planning, and communication abilities is essential for better equipping kids to deal with change. Change management is one of the most challenging tasks anyone can do. The healthier shifts they have made before, the more robust and confident they will be.

As a result, how do you ensure that pupils gain the skills necessary for a successful lifetime without overburdening educators who are already overburdened? Here are five things to think about before going on this adventure.

RESEARCH METHODS

Generation Z and Alpha, our future can be more productive and effective in this century, whereas there are challenges to keep up with the incredible development of time and technology. The case study research approach is used in this study, which entails a thorough evaluation of the underlying reasons for specific social occurrences. Fauzian et al. (2023) employed similar approaches in their most recent studies that provided them with an appropriate source to analyze. Case studies require investigating events without active meddling by the researcher. In this technique, researchers remain outside of the situation under investigation, focusing on the examination of many aspects and components that may interact. Case studies are a means of investigating issues of a specific kind, suitable to both qualitative and quantitative methodologies, and aimed at people, groups, or larger populations. A case study is essentially an in-depth and extensive investigative procedure applied to a specific occurrence. Similarly, Creswell & Creswell (2017) describes a case study as a research technique for thoroughly investigating a subject through comprehensive data collection employing multiple data collection procedures.

SOME CONSIDERABLE POINTS FOR DEVELOPING THE SKILLS

So, we can divide these into five broad headings and attempt to explicate them as follows.

Take advantage of modern technology.

Using a 21st-century solution to fight 21st-century difficulties is the intelligent way to go. Implementing an online future-readiness curriculum is a natural choice given Generation Z's intrinsic comfort with technology. An efficient online career planning program should accommodate users' clicking, swiping, touching, and sharing inclinations. It should include interactive classes and aspects like personality/aptitude quizzes, which encourage students to reflect on their interests and talents, set

goals, and plan accordingly. Not all activities aimed at preparing for the future are of comparable quality. Look for solutions that provide tailored experiences, allowing students to make choices based on their talents and interests. Additionally, favor software that is straightforward and user-friendly, adheres to modern design principles, and is similar to programs that students are already familiar with.

Start early to lay a firm foundation.

It takes time and practice to improve one's talents. The earlier you start, the more probable it is to persist, like building excellent habits. "Students can 'habituate' beneficial procedures and tendencies into their mental repertoire. Self-regulation skills like self-evaluation, cooperation, and self-reflection can be incorporated into nearly every subject in the current curriculum. Educators can engage with students to help them develop skills like flexibility, planning, and problem-solving, which are essential for lifelong learning and inquiry.

An age-appropriate online future-readiness curriculum takes the guesswork out of establishing these abilities in primary school pupils.

Even young students can:

- Begin to recognize their talents and interests
- Learn to interact and communicate with their classmates
- Develop critical thinking and productivity skills
- Make the connection between hobbies and career pathways when presented in a grade-appropriate manner.

Experiential learning can help to foster curiosity and foster a positive attitude toward education.

Every subject should include real-world skills.

A "careers" class or face-to-face discussions with a guidance counselor should not be the only time and location where students consider the soft skills they will need in the future. Many subjects could benefit from the incorporation of 21st-century abilities. At first, this may appear to be an extra effort for educators, but if done effectively (and regularly), it may blend in naturally, improve learning, and raise engagement and achievement. Most of the skills needed to build real-world competency can be incorporated into other subjects:

- Science: Integrate critical thinking, problem-solving, and teamwork into your biology class (with a lab partner).

- English: Before picking up the pencil, younger kids can start the writing process by explaining their ideas to a partner, replying to inquiries, and challenging each other to explore their concepts.

- Social sciences: Students can find 21st-century skills in historical people, such as perseverance, self-regulation, communication, and social skills.

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- Physical Education: Provide leadership, problem-solving, and teamwork opportunities through sports and physical games.

The key to success is approaching 21st-century talents as an integrated set of competencies rather than something "extra" that must be added to a limited number of subjects. Students benefit from consistency and continuity when implementing a whole-school approach to skill development.

Encourage a collaborative learning environment.

Workplaces nowadays are buzzing with collaboration and communication. Please encourage students to use what they have learned in different settings and through group-based learning to raise their expectations for the real world. Many essential 21st-century abilities companies need, such as creativity, problem-solving, critical thinking, communication, and interpersonal relationship building, maybe reinforced and solidified through collaborative learning. Students can put some of the skills they have learned in independent work to the test in real-life role-play scenarios or project-based learning to see how the principles are applied. In this way, they can also put fresh ideas to the test. Studies have shown collaboration to be a valuable employability talent that helps nurture other in-demand professional qualities. Students will comprehend every career decision's consideration through classroom simulations, explorations, and curricula that show "real-world" problems such as career backup plans, job interviews, career demands, lifestyle costs, and work/life balance.

Make learning real-world relevant.

Many students do not consider their future until their senior year of high school (Broom, 2015). Then there is the bewilderment and terror as they try to figure out what they can do. Educators can help students escape the rush by giving concrete examples of how specific skills and concepts will be applied in the "real" world. What is the sense of learning trigonometry or biology if they never "apply" it in real life? Teachers are becoming more and more obligated to deliver "the point." It is crucial to refer to professional profiles that show when and how communication, teamwork, creativity, and critical-thinking abilities are required to flourish in careers and life as an adult, especially when it comes to soft skills, which are typically less visible.

Consider bringing in experts from various fields or linking students with open positions in the community so they can better understand the daily abilities used in multiple occupations. Reviewing job descriptions, volunteer posts, or internship jobs and identifying the abilities companies seek is a valuable exercise for bridging the gap between education and work.

RESULTS & DISCUSSIONS

As a result of the items discussed above, those who have excellent and delicious responsibilities to carry on empowering the schools and get fruitful students,

A. Government

Just as a school building has no value without students, a school cannot fully fulfill its duty without quality teachers and is worthless. Therefore, those who want to be teachers should be given privileges by the government. For example, at least half of the brightest part of a country, which we can call the think tank, should be directed to education faculties. Incentives, scholarships, and other changes should be supplied to make the country's educational personnel more robust. As a result, its schools have become stricter, and significant changes in the lives of such individuals can be observed. We said, "The more empowered schools, The more fruitful students."

Government officials should also provide support; instructors' training should include semester courses, tests, and evaluations, and successful educators should be rewarded. Those who cannot reach the target level while exceeding the established threshold should be granted additional research. Every person should engage in knowledge from the cradle to the grave, learn, and then support them with all his heart to prepare them for life by teaching around him. The government's goal is to ensure that all children have equal access to high-quality education and attain high-quality learning outcomes. The government must significantly enhance education funding and distribute the money fairly. While each phase presents a unique set of challenges, swift progress toward the objective is essential. The government's job is to ensure that each school has enough resources to generate high-quality learning outcomes for all children and correctly use them. There must be a control mechanism. Issues of measurability and evaluation must be addressed.

In this context, essential infrastructures should be built and supported, and immediate interventions in problem areas should be implemented. Every project we undertake must adhere to a quantifiable standard; if it does not, it should be transformed into one and abandoned if this is impossible.



Figure 1. Tripod in education

B. Parents

Parental and family involvement in schools and parental and family support of student learning at home is critical to improving school quality and achievement. Hence, families also have an essential place in the strengthening of schools. Families constituting one of the three pillars of education (tripod) should constantly make positive demands for instruction and guidance. That means continuous action, work, and continuous impact to support the development of families and empower the school. Action means abundance and reaching happy results. Do not forget that mothers who acquire sophisticated religious education in a familial setting can influence society by pushing for equality, justice, and empathy (Karimullah, 2023).

C. Students

The students in the school who form a part of the trivet have undeniable importance in strengthening their schools (Arseven, 2016; Karagozoglu & Ozan, 2022). The exemplary achievements (national and international) they will achieve will be a legacy they will leave behind for those who come after them. They will constantly be climbing the ladder of success. Taking care of their schools is the most extensive support they can give in strengthening a school. In addition, with the student councils to be established in schools and after the brainstorming in these assemblies, great ideas and support will form the basis for strengthening the school and a tradition of success that will last for years. For example, it is ideal for an upper-term student to act as an elder brother to the following term's students, dealing with their problems, introducing them to them, providing them with someone to talk to when they have a problem, and offering supplementary courses they need. It could be one of our goals in our dreams.

During our teaching years, we achieved this goal in Tashkent and Sulaymaniyah; we implemented it, saw it, and performed many successes. Although the abovementioned examples seem simple, they are an undeniable reality for school empowerment. Incorporating a social constructivist educational method into classroom instruction places students at the center of classroom instruction, allowing them to integrate prior knowledge with newly generated insights Searles (2022). According to studies, this educational atmosphere encourages higher-order thinking in pupils and improves the development of their critical thinking skills.

Students, whether considered as a purpose, a means to an end, or as customers, are the most important components of the educational system. Examining numerous program approaches and designs reveals that the primary goal is to constantly improve student capacities, albeit from different perspectives.

In education, the concept of empowering students encompasses an educational philosophy, a collection of educational processes, an educational approach, a set of skills, an outcome of educational processes, a developmental progression, or a set of rights and responsibilities (Şeref & Mızıkacı, 2020).

D. Schools

Our schools, which we can call the islet of peace, our joint meeting point, constitute another essential pillar of the tripod. There may be external demands and aids in the strengthening of the school. Still, all the school members (from the security officer to the principal) will constitute the most fundamental stone in strengthening a school. Because when hearts beat collectively, it will be much easier to overcome all difficulties. The school should be at the maximum level in its relations with the family. Generate plentiful fruit; it should be done materially and spiritually in the student's best interests. Let it be beneficial to society. Teachers should highlight the value of students' contributions to ordinary classroom life and the role of teachers in their students' lives.

At the same time, it is possible to believe that it is primarily the teacher's responsibility to create empowering learning environments in the classroom; nevertheless, students also play a role in this process (Leijon et al., 2022). Because student behavior has the potential to influence instructors' experiences, teachers must be aware of how such behavior may impact their attempts to encourage the creation of empowering learning environments. True teacher empowerment Kopnina (2020) "leads to improved professionalism as instructors embrace responsibility for and participation in the decision-making process." Zahed-Babelan et al. (2019) describe empowerment as "a process wherein school participants develop the capacity to take charge of their progress and handle their problems," agree that empowerment is a process. Unlike these conceptions of teacher empowerment, Pugach et al. (2020)

sees improving students' learning experiences as a core function and outcome: "Empowerment does not mean direct and unstructured actions, but rather increasing learning outcomes and other experiences that may flow from it, thereby contributing to the development of the learner's potential." Effective empowerment is the only way to create a teaching environment where teaching can occur adequately."

Teachers can also be role models to reflect on their processes and develop their teaching from their practices (Palmer, 2017). Teachers can remain dynamic learners by maintaining current on the state of their respective disciplines. They can then share their newly acquired information with other classmates. For example, math teaching approaches have developed greatly from what is commonly portrayed in textbooks today. Educators might engage students in projects examining the lives of persons who have played incremental roles in developing our grasp of mathematics in courses such as social and civic studies. Teachers can also consider learning a living thing that students acquire as they actively engage with their experiences (Flaherty, 2018).

That is, teachers do not "give" knowledge to their pupils; instead, students "acquire" knowledge through their interactions with others in "experiences," as Hopkins (2013) defined them. Teachers can use reflection and conversation to help students make sense of their experiences. In summary, instructors may empower students by providing student-centered teachings that engage them in inquiry and critical thinking while nurturing them in and through relationships (Fahri et al., 2016). Furthermore, consider the significance of the paper (Beausaert et al., 2013), which investigates variances in teaching styles used by mathematics and language ins tructors.

The research took place exclusively in the educational zones of Tashkent and Sulaymaniyah, two captivating cities. The case study research involved visits to well-performing schools and the collection of feedback from families. It was observed that government support for education is indisputable. Nevertheless, there remains a noticeable deficiency in efforts to adequately train individuals introduced to the challenges of the 21st century.

It is recommended that these projects be carried out in excellent schools, with pilot programs launched with government support and exploiting the numerous resources available in various areas. While government support is still necessary, it is recommended that families take a more active role in raising generations who have a deep love for their homeland and a dedication to helping humanity. Relying only on the state may not be the most reasonable expectation in the absence of greater involvement from families. It is strongly recommended that education faculties at universities, which are in charge of training teachers, revise their curricula to provide teacher candidates with the abilities needed to address the evolving needs of the forthcoming Z and Alpha generations.

Researchers now have new avenues to explore deeper into these critical themes and deliver more meaningful findings. It may be necessary to engage in extensive debates on these issues through platforms such as conferences, panels, and workshops. Furthermore, the participation of people from all walks of life, such as educators, sociologists, religious scholars, doctors, psychologists, government officials, and technology specialists, is critical to the success of this research. With the support of all sections of society, promising results are likely.

CONCLUSIONS

Just as a school building has no value without students, a school cannot fully fulfill its duty without quality teachers and is worthless. Families constituting one of the three pillars of education (tripod) should constantly make positive demands for instruction and guidance. Curricula should evolve in tandem with societal changes. Regardless of the selected topic of study or eventual employment, it is critical to include 21st-century skills in education. This technique is vital for creating understanding among students and promoting creative and critical thinking abilities, which are essential for navigating the challenges of today's society. Educators can smoothly integrate real-world skills into the curriculum from an early stage, making meaningful linkages between classroom learning and practical life applications, thanks to effective resources such as a top-tier online future-readiness program. What is the result? Students will feel empowered to attend postsecondary education and the workforce prepared and confident in their abilities.

As a result, instructors' acts of student empowerment are interpreted as an attempt to channel students' potential energy into human power. Each learner will experience this human potential differently, kindling a passion or creating fresh and enhanced confidence or a sense of belonging. While those who retain power may argue that relinquishing control is a bad thing, teachers must be aware of

the ramifications of how they use their energy. By making more real curriculum studies related to life skills and the family's contributions besides the effect of the role model teacher, our future generation, who spend most of their time at school, can be educated well with the government giving a little too much attention too.

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