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Identifying the Components of the Sociology Curriculum Based on Futures Studies in Senior Secondary School Textbooks

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A B S T R A C T

Purpose: The objective of this study was to identify and determine the importance of futures studies components within the sociology curriculum of senior secondary school textbooks.

Methods and Materials: This research employed a mixed-methods approach, combining qualitative and quantitative analyses. The qualitative part involved thematic analysis of all senior secondary school sociology textbooks using open, axial, and selective coding to identify key components. The quantitative part utilized Shannon entropy to determine the importance and ranking of these components. The study sample was selected through purposive sampling, focusing on relevant and credible textbooks and sources.

Findings: The thematic analysis revealed 40 key components categorized into three main categories: learner characteristics, teacher characteristics, and organizational and structural features. Significant components included research thinking, project-based learning, future-oriented thinking, opportunity creation, and preparing students for the future. The results highlighted the pivotal role of both learners and teachers in fostering a future-oriented learning environment. The Shannon entropy analysis further established the priority and importance of these components within the curriculum.

Conclusion: The integration of futures studies components into the sociology curriculum is essential for preparing students to navigate future challenges and opportunities. Emphasizing critical thinking, creativity, and problem-solving skills within the curriculum equips students with the necessary tools for the modern world. The study underscores the need for continuous evaluation and improvement of textbook content, incorporating cultural and contextual relevance, innovative pedagogical approaches, and the use of technology to create effective and inclusive educational resources.

Keywords: *Futures studies, Sociology curriculum, Senior secondary school textbooks, Thematic analysis, Shannon entropy, Critical thinking, Problem-solving, Educational innovation, Cultural relevance, Pedagogical approaches.*

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1. Introduction

Futures studies, an interdisciplinary field that seeks to anticipate and prepare for possible future scenarios, plays a crucial role in educational planning. It involves the systematic exploration of possible and desirable futures, including the development of strategies to achieve them. Incorporating futures studies into the curriculum helps in fostering critical thinking, creativity, problem-solving skills, and a future-oriented mindset among students (Asgharinezhad et al., 2024; Biria & Boshrabadi, 2015). These skills are invaluable in navigating the complexities of the modern world.

Textbooks remain a fundamental component of the educational system, serving as primary resources for both teaching and learning. However, the effectiveness of textbooks largely depends on their content and the pedagogical strategies they employ (Amiri et al., 2023; Bezi et al., 2024; Faramarzi Babadi et al., 2024; Fel Araghi et al., 2024; Hasanpour et al., 2020; Kafshchian Moghadam et al., 2024; Mahdian et al., 2022; Shariati et al., 2024). Several studies have highlighted the need for continuous evaluation and improvement of textbooks to ensure they meet educational standards and cater to the diverse needs of students (Amiri et al., 2023; Bezi et al., 2024; Blangsinga et al., 2021; DeCesare, 2007; Faramarzi Babadi et al., 2024; Fel Araghi et al., 2024; Mahdian et al., 2022).

The integration of cultural and contextual elements into textbooks is crucial for fostering a deeper understanding and appreciation of diverse perspectives. Ariawan (2020) examined the representation of cultural aspects in English textbooks and its implications for language learning, highlighting the need for materials that reflect students' cultural backgrounds and promote inclusivity (Ariawan, 2020). Similarly, Mustapidaturrohmah et al. (2022) analyzed cultural content in EFL textbooks for primary education in Indonesia, stressing the importance of culturally responsive teaching (Mustapidaturrohmah et al., 2022).

Systematic evaluation of textbook content is essential for identifying strengths and areas for improvement. Biria and Boshrabadi (2015) proposed a multi-aspectual framework for the systematic evaluation of ELT materials, which can be applied to other subjects to ensure comprehensive assessment (Biria & Boshrabadi, 2015). Studies such as those by Fadillah (2024) on reading exercises in English language textbooks and Hakim et al. (2021) on the readability of reading texts in Indonesian senior high school textbooks provide valuable insights into the effectiveness of textbook content and its impact on student learning (Fadillah, 2024).

Textbooks also play a significant role in shaping students' perceptions of gender and social issues. Research by Firstyani et al. (2022) on sexism in Indonesian EFL textbooks and Mabruroh and Widyastono (2022) on gender stereotypes in textbooks for deaf students highlight the need for educational materials that promote gender equality and social justice. By addressing these issues, textbooks can contribute to the development of a more equitable and inclusive society (Firstyani et al., 2022; Mabruroh et al., 2022).

The adoption of innovative pedagogical approaches is crucial for enhancing student engagement and learning outcomes. Astriani et al. (2023) explored task-based language teaching criteria in Indonesian high school textbooks, emphasizing the importance of interactive and student-centered learning activities (Astriani et al., 2023). Similarly, the integration of higher-order thinking skills (HOTS) into Indonesian high school English textbooks, as studied by Erdiana and Panjaitan (2023), demonstrates the potential of these approaches in promoting critical thinking and problem-solving abilities (Erdiana & Panjaitan, 2023).

The rapid advancement of technology has significantly impacted educational practices, necessitating the integration of digital tools and resources into the curriculum. Study by Kim et al. (2022) on the connection of terms between inquiry activities underscore the importance of leveraging technology to enhance teaching and learning (Kim et al., 2022). The development and evolution of textbook policies in various countries provide valuable insights into best practices and future directions. For example, the study on the development of foreign language textbook policies in China over the past 40 years highlights the dynamic nature of educational materials and the need for continuous adaptation to changing educational contexts. Similarly, the comparative study of IGM use in China's English textbooks by Zhou et al. (2021) emphasizes the importance of aligning textbook content with global educational standards (Zhou et al., 2021).

The landscape of education is continuously evolving, with significant emphasis on the enhancement and refinement of curriculum content to meet the future needs of students. This article aims to explore the integration of futures studies components into the sociology curriculum of senior secondary school textbooks. This study is essential in understanding how educational materials can be designed to prepare students for future challenges and opportunities,

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ensuring they are equipped with the necessary skills and knowledge.

2. Methods and Materials

2.1. Study Design and Participants

The present study is of a mixed-methods type, defined as conducting both qualitative and quantitative research simultaneously on a topic or phenomenon. This approach is also referred to as blended or intertwined methods. Mixed research methods aim to integrate and combine quantitative and qualitative data to better understand the research problem, using various approaches. In this research, the combination of quantitative and qualitative data is based on sequential trends, where the researcher seeks to develop findings from one method to another. For instance, a study might start with qualitative methods for exploration and then continue with quantitative methods and a large sample to generalize the findings to the statistical population.

Another feature of mixed methods is the exploratory approach, which is used when the phenomenon in question is studied and examined from a new perspective. Research methods are, in fact, tools for achieving reality. In each research, the researcher strives to adopt the most appropriate method, which is the one that more accurately discovers the laws and reality.

This study is developmental-applied in its goal, developmental in the sense that the current research is a process aimed at developing and determining the appropriateness of a process, methods, and programs, identifying needs or talents, the emergence of ideas, creation, design, production, introduction, and dissemination of a new product and process or technological system. Hence, it can be said that these studies are mostly carried out with a future-oriented approach and the advancement of sciences.

2.2. Data Collection

In this research, thematic analysis was used to design and validate the sociology curriculum model for senior secondary school based on futures studies, using Acker's ten elements. Investigating the research statements (questions) in this study necessitated a qualitative approach in the form of content analysis. Therefore, the study unit was defined as all sociology textbooks in senior secondary school, and the thematic analysis unit used open, axial, and selective coding for gathering, extracting, and inferring information to identify futures studies components. Shannon entropy was also employed to determine the importance and ranking of these components. The sample under study was selected purposefully.

2.3. Data Analysis

For data analysis, open, axial, and selective coding were used in the following stages: All senior secondary school sociology textbooks, including Sociology for grades ten, eleven, and twelve, were content analyzed according to each of the 40 futures studies components in three main categories. These categories included futures studies components related to learner characteristics, futures studies components related to teacher characteristics, and futures studies components related to organizational and structural characteristics. The Sociology for grade ten includes two chapters, Sociology for grade eleven includes four chapters, and Sociology for grade twelve includes ten lessons, all of which were exhaustively analyzed to determine the extent of alignment and coherence of the senior secondary school sociology textbooks with futures studies components using Shannon entropy content analysis.

3. Findings and Results

Question 1: What are the desirable components of the sociology curriculum based on futures studies in senior secondary school textbooks?

To answer this question, senior secondary school sociology textbooks, relevant sources, articles, and documents were qualitatively content analyzed. The results are as follows: After separating important themes and concepts, 40 components for sociology education based on futures studies were extracted. The identified components, along with the frequency of concepts and their repetition, determined the frequency percentage of the components as shown in Table 1.

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Table 1

Results of Qualitative Data Analysis from Qualitative Content Analysis of Senior Secondary School Sociology Textbooks in Order of Frequency

No.	Futures Studies Component	Frequency	Percentage	Rank	Main Category
1	Research Thinking	20	100	First	Learner
2	Project-Based Learning	19	95	Second	Learner
3	Future-Oriented Thinking	18	90	Third	Learner
4	Opportunity Creation	17	85	Fourth	Teacher
5	Preparing Students for the Future	17	85		Teacher
6	Creativity and Innovation	16	80	Fifth	Learner
7	Problem-Solving Method	16	80		Learner
8	Critical Thinking	16	80		Learner
9	Familiarity with Foreign Languages	16	80		Learner
10	Use of Modern Technologies	16	80		Learner
11	Global Issues	15	75	Sixth	Learner
12	Question and Answer	15	75		Teacher
13	Motivation Creation	14	70	Seventh	Teacher
14	Scientific Visits	14	70		Learner
15	Group and Teamwork	14	70		Learner
16	Research Projects	14	70		Learner
17	Collaborative Method	13	65		Teacher
18	Presence of Metacognition	13	65		Learner
19	Ethics and Values	12	60		Learner
20	Skill Training	12	60		Teacher
21	Goal Review	12	60		Teacher
22	Learner Empowerment	12	60		Learner
23	Teaching Social Values	11	55		Teacher
24	Considering Others' Opinions	11	55		Teacher
25	Analysis of Social Realities	11	55		Teacher
26	Connection with Various Environmental Conditions	11	55		Teacher
27	Teacher Interest	11	55		Teacher
28	Spider Web Activities	10	50	Tenth	Organizational and Structural
29	Class Attractiveness	9	45	Ninth	Teacher
30	Entrepreneurship	8	40	Tenth	Teacher
31	Sufficient Experiences	7	35	Eleventh	Teacher
32	Abstract Concepts and Novelty Creation	7	35		Teacher
33	Use of Appropriate Strategies	6	30	Twelfth	Teacher
34	Lawfulness	5	25	Thirteenth	Organizational and Structural
35	Talent Identification	5	25		Organizational and Structural
36	Variety of Subject Topics	4	20	Fourteenth	Organizational and Structural
37	Scientific Meetings	4	20		Organizational and Structural
38	Variety of Subject Topics	4	20		Organizational and Structural
39	Scientific Written Resources	3	15	Fifteenth	Organizational and Structural
40	Risk-taking in Students	2	10	Sixteenth	Learner

Table 1 shows that from the qualitative data analysis of interviews, 40 components were extracted for the sociology education curriculum based on futures studies. The components of futures studies, in order of frequency in the interviews, include research thinking, project-based learning, future-oriented thinking, opportunity creation, preparing students for the future, creativity and innovation, problem-solving method, critical thinking, familiarity with foreign languages, use of modern technologies, global issues, question and answer, motivation creation, scientific visits, group and teamwork, research projects, collaborative method, and others.

With selective coding, the elements of futures studies were transformed into three main categories or parent categories based on the results obtained from the interviews. These categories were identified as characteristics of future-oriented learners, characteristics of future-oriented teachers, and organizational and structural features.

Question 2: How important are each of the components?

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It should be noted that in the content analysis of senior secondary school textbooks, the importance coefficient (wj) or the informational weight of each component is directly proportional to the emphasis given to the topic in the textbooks. Conversely, if the importance coefficient (wj) or informational weight is low or close to zero, it indicates that the textbooks have not addressed or emphasized these components. The following table shows the results of Shannon entropy test and the calculation of the importance degree of each component.

Table 2

Ej and Wj Values of Futures Studies Components by Main Category

Futures Studies Elements	Ej	Wj	Main Category
Research Thinking	0.731	0.073	Learner
Active Learner Participation	0.819	0.082	
Learner Dynamism and Readiness	0.922	0.092	
Project-Based Learning	0.737	0.073	
Future-Oriented Thinking	0.397	0.040	
Creativity and Innovation	0.250	0.025	
Problem-Solving Method	0.870	0.087	
Familiarity with Foreign Languages	0.986	0.098	
Use of Modern Technologies	0.855	0.085	
Global Issues	0.581	0.058	
Group and Teamwork	0.907	0.090	
Presence of Metacognition	0.250	0.025	
Ethics and Values	0.751	0.075	
Learner Empowerment	0.981	0.098	
Risk-taking in Students	0	0	
Research Thinking	0.887	0.092	Teacher
Question and Answer	0.976	0.101	
Future-Oriented Thinking	0.976	0.100	
Problem-Solving Method	0.845	0.088	
Critical Thinking	0.500	0.051	
Effective Use of Others' Views	0.500	0.052	
Use of Modern Technologies	0.631	0.066	
Global Issues	0.500	0.052	
Group and Teamwork	0.500	0.052	
Ethics and Values	0.581	0.060	
Entrepreneurship	0.551	0.057	
Abstract Concepts and Novelty Creation	0.703	0.073	
Class Attractiveness	0.500	0.052	
Motivation Creation	0.981	0.102	
Project-Based Learning	0.958	0.191	Organizational and Structural
Appropriate Scientific Content	0.581	0.116	
Scientific Meetings	0.250	0.050	
Talent Identification	0	0	
Scientific Written Resources	0	0	
Use of Modern Technologies	0.397	0.079	
Global Issues	0.250	0.050	
Scientific Visits	0	0	
Lawfulness	0.647	0.129	
Ethics and Values	0.581	0.116	
Necessary Research Facilities	0	0	
Future-Oriented Thinking	0.963	0.192	
Spider Web Activities	0.397	0.079	
Research Approach	0.963	0.192	

In the learner category, the Wj values for futures studies components related to learner characteristics, such as research thinking, familiarity with foreign languages, use of modern technologies, learner empowerment, learner dynamism and readiness, project-based learning, active

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learner participation, and group and teamwork, were highly ranked in terms of importance coefficient (Wj).

In the teacher category, the Wj values for futures studies components related to teacher characteristics, such as motivation creation, research thinking, problem-solving method, and abstract concepts and novelty creation, were highly ranked in terms of importance coefficient (Wj).

In the organizational and structural category, the Wj values for futures studies components related to organizational and structural features, such as project-based learning, spider web activities, ethics and values, lawfulness, and appropriate scientific content, were highly ranked in terms of importance coefficient (Wj).

4. Discussion and Conclusion

The results of this study identified and analyzed the key components of futures studies in the sociology curriculum of senior secondary school textbooks. Through thematic analysis, 40 components were categorized into three main categories: learner characteristics, teacher characteristics, and organizational and structural features. The findings revealed that the components such as research thinking, project-based learning, future-oriented thinking, opportunity creation, and preparing students for the future were highly prioritized. These components align with the core principles of futures studies, which emphasize critical thinking, problem-solving, and readiness for future challenges.

In the learner category, the most significant components included research thinking (Ej = 0.731, Wj = 0.073), active learner participation (Ej = 0.819, Wj = 0.082), and future-oriented thinking (Ej = 0.397, Wj = 0.040). These findings suggest that fostering an environment where students actively engage in research and critical thinking is crucial for their preparedness for the future.

For the teacher category, components like opportunity creation (Ej = 0.887, Wj = 0.092) and motivation creation (Ej = 0.981, Wj = 0.102) were prominent. This indicates that teachers play a pivotal role in facilitating a learning environment that encourages innovation and prepares students for future opportunities.

In the organizational and structural features category, project-based learning (Ej = 0.958, Wj = 0.191) and appropriate scientific content (Ej = 0.581, Wj = 0.116) were key components. This highlights the importance of having a robust curriculum structure that supports comprehensive and engaging learning experiences.

The emphasis on research thinking and active learner participation aligns with the findings of Lerch et al. (2016), who noted the rise of individual agency in educational materials (Lerch et al., 2016). By prioritizing research thinking, the curriculum empowers students to take an active role in their learning process, fostering critical thinking and problem-solving skills. This approach is crucial in preparing students for a dynamic and uncertain future, where these skills are highly valued.

The significant role of teachers in creating opportunities and motivating students, as highlighted in this study, resonates with the work of Dixon and Quirke (2014), who emphasized the importance of teacher-student interactions in enhancing educational outcomes. Teachers who can inspire and engage students are vital in creating a learning environment that promotes future-oriented thinking and innovation (Dixon & Quirke, 2014).

The strong focus on project-based learning within the organizational and structural features category is supported by Astriani et al. (2023), who found that task-based language teaching criteria significantly enhance student engagement and learning outcomes (Astriani et al., 2023). By integrating project-based learning, the curriculum not only makes the content more relevant and applicable but also helps students develop essential skills such as collaboration, creativity, and practical problem-solving.

The integration of futures studies components into the sociology curriculum is supported by several previous studies. For instance, the research by Fadillah (2024) on reading exercises in English language textbooks underscores the importance of engaging and relevant content in fostering effective learning (Fadillah, 2024). Similarly, the study by Erdiana and Panjaitan (2023) on the integration of higher-order thinking skills (HOTS) into Indonesian high school English textbooks highlights the necessity of incorporating critical thinking and problem-solving into the curriculum (Erdiana & Panjaitan, 2023).

The cultural and contextual relevance of educational materials, as discussed by Ariawan (2020), is also reflected in the findings of this study. By incorporating elements that resonate with students' cultural backgrounds and future aspirations, the curriculum can enhance engagement and learning effectiveness (Ariawan, 2020). This approach is further supported by Mustapidaturrohmah et al. (2022), who emphasized the need for culturally responsive teaching in EFL textbooks for primary education in Indonesia (Mustapidaturrohmah et al., 2022).

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This study has several limitations that need to be addressed. First, the scope of the research was limited to the sociology curriculum of senior secondary school textbooks. While this provides valuable insights into this specific subject area, it may not fully capture the broader implications of integrating futures studies across other subjects and educational levels. Additionally, the study relied heavily on thematic analysis and coding, which, despite being systematic, is subject to the interpretation and biases of the researchers.

Furthermore, the study was conducted within a specific cultural and educational context, which may limit the generalizability of the findings to other contexts. The differences in educational systems, curricular frameworks, and cultural values across countries mean that the applicability of the findings might vary. Lastly, the study did not include direct feedback from educators and students, which could have provided a more comprehensive understanding of the practical implications of integrating futures studies into the curriculum.

Future research should consider expanding the scope of investigation to include a broader range of subjects and educational levels. By exploring the integration of futures studies components across different disciplines, researchers can gain a more holistic understanding of its impact on education. Comparative studies across different cultural and educational contexts would also be valuable in assessing the generalizability and adaptability of the findings.

Moreover, incorporating mixed methods approaches that include qualitative feedback from educators and students would provide deeper insights into the practical challenges and benefits of implementing futures studies in the curriculum. Longitudinal studies tracking the long-term outcomes of students exposed to futures studies components would be beneficial in understanding the lasting impact of such curricular changes.

Additionally, future research should explore the development of specific pedagogical strategies and resources that can support the effective integration of futures studies into the curriculum. This could include the creation of teacher training programs and instructional materials that align with the principles of futures studies.

For practitioners, it is essential to focus on creating a learning environment that fosters critical thinking, creativity, and future-oriented thinking. Educators should be encouraged to adopt teaching strategies that promote active learner participation and research thinking. Providing professional development opportunities for teachers to enhance their skills in facilitating futures-oriented learning experiences is crucial.

Curriculum developers should prioritize the inclusion of project-based learning and other interactive methodologies that engage students and make learning more relevant and applicable. Ensuring that the curriculum content is culturally and contextually relevant will also enhance student engagement and learning outcomes.

Educational institutions should consider incorporating feedback mechanisms to continuously assess and improve the integration of futures studies components into the curriculum. By engaging with students, teachers, and other stakeholders, institutions can ensure that the curriculum remains dynamic and responsive to the evolving needs of the educational landscape.

In conclusion, the integration of futures studies components into the sociology curriculum of senior secondary school textbooks is a vital step in preparing students for future challenges and opportunities. By fostering critical thinking, creativity, and a future-oriented mindset, educational materials can equip students with the necessary tools to navigate the complexities of the modern world. Continuous evaluation and improvement of textbook content, along with the integration of cultural and contextual elements, innovative pedagogical approaches, and technology, are essential for creating effective and inclusive educational resources. This study aims to contribute to this ongoing effort by identifying and analyzing the key components of futures studies in the sociology curriculum, providing valuable insights for educators, policymakers, and textbook developers.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethics Considerations

In this study, to observe ethical considerations, participants were informed about the goals and importance of the research before the start of the interview and participated in the research with informed consent.

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