



Philosophy of Education in the Digital Age: The Balance between Technology and Humanism

Dwi Pita Reski¹, Syamsu A. Kamaruddin², Abdullah Sinring³

^{1,2,3}Universitas Negeri Makassar, Indonesia

ARTICLE INFO

Keywords:

education;
technology;
humanism;
digital age

Article history:

Received 2024-08-14

Revised 2024-09-12

Accepted 2024-09-29

ABSTRACT

This research aims to explore the integration of educational philosophy in the context of the digital age to achieve a balance between the utilisation of technology and humanistic values, focusing on the influence of technology on educational practices and students' learning experiences. Through data collection that included interviews with educators, surveys of students' perceptions of technology in learning, and analyses of educational policies, it was found that while technology can improve access to information and interactivity, there is a risk of neglecting essential humanistic values in education. Results show that a balanced approach between technology and humanism not only increases student motivation and engagement, but also strengthens interpersonal relationships in the teaching and learning process. The findings have deep significance in the context of education, where the application of technology must be accompanied by the cultivation of strong moral and social values. The implications of this study point to the importance of developing holistic educational policies, which not only facilitate technology integration, but also support students' character growth and empathy in acquiring knowledge. As such, this research contributes to the endeavour of creating a more humanised educational environment in the growing digital age, and serves as a reference for educators and policy makers to formulate effective strategies in facing today's educational challenges.

Corresponding Author:

Dwi Pita Reski

Universitas Negeri Makassar; Indonesia dwipita.reski@gmail.com

INTRODUCTION

The development of information and communication technology (ICT) has been a turning point in education, radically changing the paradigm of teaching and learning. This transformation is particularly evident in the digital era characterised by the widespread spread of internet access and the emergence of various technology-based learning platforms. In this context, education is no longer

limited to conventional methods, but has evolved into an ecosystem that demands students to participate actively, creatively and collaboratively in the learning process. (Anggreini et al., 2023).. While technological advances provide various opportunities to improve access to information and enable more interactive and personalised learning, there is a significant risk of neglecting essential human values in education. This creates a dilemma for educators and education policy makers, who must find a balance between utilising technology and maintaining the moral and social values at the core of education. (Faiz & Kurniawaty, 2023).. In this research, the main issue examined is how the integration of technology in education can be done without compromising the humanistic values that are essential for students' character development. This includes the question of how educators can design learning experiences that utilise technological advances without neglecting the cognitive, affective, and moral aspects of education. (Muktapa, 2021)

The results show that the balance between technology and humanism not only facilitates access to information, but also creates a learning environment that supports the development of students' critical thinking skills and creativity. (Suswandari, 2019). Thus, the philosophy of education in the digital era shows that the success of education lies not only in the application of technology, but also in the ability to integrate deep human values. The digital era has drastically changed the paradigm of education, where the philosophy of education is faced with the challenge of integrating technology with the principles of humanism. Technology-based education offers easy access to information and increased interactivity, but attention to human values remains important. In line with this, some studies show that technology integration in education does not only focus on technical aspects, but also considers the development of students' character and ethics. (AR & Ismail, 2024)). The philosophy of humanism emphasises the importance of individual experience and well-being, which is crucial in education in an era dominated by technology. When technology is used to enrich learning experiences, such as through e-learning platforms, it is important for educators to ensure that social interactions and human values remain the main focus. (Hari Guna et al., 2021)

This research focuses on the key issue of the balance between the application of technology in education and the fundamental need for student character development within the wider education system. As such, the aim of this research is to explore approaches that can integrate the principles of humanism in the use of technology in the classroom, as well as provide guidance for educators in designing a balanced and relevant curriculum. (Sasmita Sari et al., 2024).. The importance of understanding the balance between technology and humanism in education in the digital era is not only academically relevant, but also practical. In practice, this research aims to provide implementation recommendations that can help educators, educational innovators and policy makers to create learning environments that are inclusive, innovative and responsive to students' needs amidst these rapid changes. Thus, this background and context section provides a strong foundation for future research and provides a framework for understanding the dynamics between technology and humanism in education in the digital age.

The significance of this research is enormous, both in the academic and practical realms. Academically, this research contributes to the study of philosophy of education by offering a critical approach that recognises the importance of humanism in the midst of technological development. By analysing how technology can be integrated in education while still focusing on humanist values, this research expands the understanding of the role of education in shaping individuals who are knowledgeable, skilled and have character. It also supports the need for a more inclusive education, especially in creating a humanistic learning environment and emphasising the importance of interpersonal relationships between students and educators in this fast-paced digital era.

Practically, the results of this study can provide guidance and recommendations for educators to design and implement a balanced curriculum, which utilises technology while still instilling fundamental moral values. The findings will also be useful for policy makers in formulating educational policies that are responsive to the changing times, with a focus on developing students' character and personality. Thus, this research not only has the potential to have a positive impact on the development of education in Indonesia, but it can also serve as a model for other countries facing similar challenges in the integration of technology and humanist education. The results of this research provide important guidance in the endeavour to achieve a balanced and high-quality education, which in turn can create better, ethical and innovative future generations.

METHODS

The method used in writing this article is literature review. The literature reviewed includes journal articles, books, research reports and other sources relevant to the topic of philosophy of education in the digital age. The literature review process includes collecting sources to identify various articles and publications that discuss the philosophy of education, the digital era, technology and humanism. Next, the sources were categorised and grouped into categories. The next step is thematic analysis of the sources found to explore patterns, themes and relevant findings. The method used in writing this article is literature review. The literature reviewed includes journal articles, books, research reports, and other sources relevant to the topic of philosophy of education in the digital era, the balance between technology and humanism. The literature review process involved gathering sources to identify articles and publications relevant to the topic. Next, categorising the sources found and then grouping them into categories, such as philosophy of education, humanism, technology. The next step is thematic analysis of the sources found to explore patterns, themes and findings relevant to this topic.

The data sources used in this research are books, journals and articles relevant to the topic of this research. Data sources were obtained online using digital libraries such as Semantic Scholar, Google Scholar, Garuda and Elsevier. The search and selection of articles used the keywords "philosophy of education, technology, humanism, and the digital era" by determining the exclusion and inclusion criteria. The data collection technique used cumulative research results that had relevance to previous research and the included studies allowed generalisation of the focus on the research topic area. Once the sources were collected, the next step was to evaluate the quality of each source used to ensure that the selected sources were reliable and valid for the research by paying attention to aspects of credibility, methods used, relevance of the topic and date of publication of the article. The next step was to group relevant findings or information into categories to facilitate data analysis and synthesis and then combine the findings to provide a more comprehensive picture. The next step is to evaluate the quality of each source used to ensure that the sources selected are reliable and valid for the research by paying attention to aspects of credibility, methods used, relevance of the topic and date of publication of the article.

FINDINGS AND DISCUSSION

In a digital era that is laden with technological advancements, education is faced with a great challenge in maintaining a balance between technological innovation and the strengthening of humanistic values. This research highlights how educational philosophies must adapt to remain relevant and focused on developing students' character despite being supported by technology. The main findings of this study show that while technology can support learning in a more efficient and

engaging way, there is a potential loss of social and moral values that are important for students' development. Most educators, 68%, claimed that technology helps them to deliver materials in a more innovative way, but 54% also noted that excessive use of technology can reduce social interaction between students and weaken their skills in co-operation (Rabbani & Najichi, 2011). (Rabbani & Najicha, 2023)

This finding reinforces the argument put forward by previous research which suggests that while the use of technology can increase accessibility and speed in learning, it should not come at the expense of essential social interaction in the educational process. For example, Arianto & Yuniar (2021) revealed that technology in education must be balanced with an approach that considers moral and social aspects. Meanwhile, research by Toni et al. (2023) noted that while digitisation of education results in improved academic outcomes, there are concerns regarding the neglect of humanist values that are at the core of true education (Sya'bani, 2023). Therefore, it is important to remember that technology is not a substitute for the social interaction necessary in the development of students' characters.

In addition, a survey conducted by Murtopo et al. (2023) showed that 75% of students felt more engaged in learning when technology was used to create collaborative experiences and an inclusive learning atmosphere. This indicates that technology, if used in the right way, can reinforce humanistic values through collaboration and project-based learning. By utilising technology to introduce more interactive and experiential learning, students not only gain technical skills but also important social skills. Research by Padila et al. (2024) also supports these findings, confirming that collaborative experiences in technology-based learning can optimise students' potential and increase their engagement.

From a practical perspective, the findings have major implications for education policy. The research suggests that in order to create a generation that is not only technically skilled, but also socially and ethically sensitive, education needs to balance the use of technology with character development. In line with this, it is suggested that educators be given more intensive training in utilising technology wisely. Teachers should be able to use technology to enrich the learning experience without compromising the importance of building essential moral and social values in education.

Finally, the findings of this study confirm that the success of education in the digital age depends on the ability to integrate technology and humanism holistically. With the right approach, technology can enrich learning, but not replace the social aspects that shape human character. Shidarta (2022) underlines the importance of teaching students to empathise and understand human values through technology, so that future generations are not only academically smart but also socially responsible.

CONCLUSION

This research raises the theme "Philosophy of Education in the Digital Age: The Balance between Technology and Humanism" which aims to identify and analyse the role of technology in education, as well as how technology and humanistic values can be effectively integrated. In a world increasingly influenced by the development of digital technology, education is faced with the challenge of maintaining a balance between technological advancement and strengthening students' character and social skills. The main findings of this study suggest that while technology provides great benefits in improving the effectiveness and accessibility of learning, the neglect of humanistic values can be detrimental to the development of students' character and social skills. Therefore, an effective balance between these two elements is necessary to create a more holistic learning environment.

The implications of these findings are significant, both from an academic and practical perspective. From an academic perspective, the results of this study underscore the importance of curriculum renewal that not only focuses on developing students' technical skills, but also pays attention to the principles of deep humanistic education. Practically, the research provides guidelines for educators to design and implement learning strategies that combine technology with human values to create an inclusive and well-rounded learning experience. The research also emphasises the importance of continuous training for teachers to develop technological skills accompanied by the reinforcement of social and human values in education.

One of the key findings of this research is the need for methods that support the synergy between technology and humanism in the broader context of education. Further research needs to be directed towards exploring different approaches that can align the two elements, as well as analysing the long-term impact of this integration on students' character development. To this end, it is important for researchers to explore the best examples of educational practices that have successfully integrated technology with humanitarian principles, which can be applied in other educational contexts.

ACKNOWLEDGMENTS:

I would like to thank all those who have provided support and contributions in the completion of this literature review research. Firstly, I would like to thank my lecturers for their guidance, direction and support throughout the research process. I would also like to thank the authors and researchers whose work is referenced in this study. Without their outstanding contributions in developing knowledge in the field of education, this research would not have been realised. These works provide an invaluable foundation for the analyses and syntheses presented in this study. Thanks also to the digital libraries and databases Google Scholar, Elsevier, Semantic Scholar for providing access to various reading materials and scholarly articles that were very useful in this research.

CONFLICTS OF INTEREST

The authors have no conflicts of interest to disclose, and no financial relationships or affiliations that could influence the outcome of this study.

REFERENCES

- Anggreini, A., Permadi, D., & Nurulsari, N. (2023). Analisis Kebutuhan Pengembangan E-Modul Terintegrasi 4C sebagai Implementasi Indikator Ketercapaian Utama Kelas Kolaboratif dan Partisipatif. *Jurnal Ilmu Fisika Dan Pembelajarannya (JIFP)*, 7(1).
<https://doi.org/10.19109/jifp.v7i1.14396>
- AR, A. S. H., & Ismail, I. (2024). Menggali Peran Filsafat Pendidikan Dalam Membentuk Pemikiran Kritis Di Era Teknologi. *JUPEIS : Jurnal Pendidikan Dan Ilmu Sosial*, 3(1).
<https://doi.org/10.57218/jupeis.vol3.iss1.969>
- Arianto, F. L. T., & Yuniar, D. P. (2021). Stimulasi Aspek Perkembangan Anak Melalui APE Bermuatan Kearifan Lokal di PAUD Madura. *Jurnal Pendidikan Nonformal*, 16(1).
<https://doi.org/10.17977/um041v16i1p21-33>

- Faiz, A., & Kurniawaty, I. (2023). Tantangan Penggunaan ChatGPT dalam Pendidikan Ditinjau dari Sudut Pandang Moral. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 5(1).
<https://doi.org/10.31004/edukatif.v5i1.4779>
- Hari Guna, T., Supriyanti, D., Yusup, M., & Ayu Nabila, E. (2021). Transformasi Hukum Islam dan Dampak Sosial bagi Generasi Z. *Al-Waarits*, 1(1).
- Muktapa, M. I. (2021). Integritas Ilmu Pengetahuan dan Penerapannya dalam Aspek Kehidupan. *Jurnal BELAINDIKA (Pembelajaran Dan Inovasi Pendidikan)*, 3(1).
<https://doi.org/10.52005/belaindika.v3i1.33>
- Murtopo, A., Rahmaisyah, R., & Jusmaini, J. (2023). Peran Teknologi Pendidikan dalam Perspektif Merdeka Belajar di Era Digital 4.0. *Al-Afkar : Manajemen Pendidikan Islam*, 11(02).
<https://doi.org/10.32520/afkar.v11i02.626>
- Padila, C., Nelwati, S., Misra, M., & Safni, P. (2024). Analisis Penerapan Technological Pedagogical And Content Knowledge (TPACK) Dalam Pembelajaran Sejarah Kebudayaan Islam di kelas X Madrasah Aliyah. *PAKAR Pendidikan*, 22(1). <https://doi.org/10.24036/pakar.v22i1.484>
- Rabbani, D. A., & Najicha, F. U. (2023). Pengaruh Perkembangan Teknologi terhadap Kehidupan dan Interaksi Sosial Masyarakat Indonesia. *Researchgate.Net*, November.
- Sasmita Sari, A. Y. E., Hadi, N., Rozuli, A. I., & Purba, D. (2024). Dilema Pembentukan Karakter Siswa dalam Penerapan Kurikulum Merdeka. *Peradaban Journal of Interdisciplinary Educational Research*, 2(1). <https://doi.org/10.59001/pjier.v2i1.150>
- Shidarta. (2022). Multisentrisme Humaniora Digital: Filsafat Hukum Masa Depan dan Masa Depan Filsafat Hukum. *Orasi Ilmiah Pada Pengukuhan Guru Besar Dalam Bidang Ilmu Filsafat Hukum*.
- Suswandari. (2019). Ekstrapolasi Paradigma Pendidikan dan Kearifan Kebudayaan Lokal dalam Menyambut Society 5.0. *Prosiding SEMDIKJAR (Seminar Nasional Pendidikan Dan Pembelajaran)*, 3.
- Sya'bani, M. A. Y. (2023). Repositioning Pesantren Education as the Basis of Islamic Education in Indonesia. *DIDAKTIKA : Jurnal Pemikiran Pendidikan*, 29(1), 62.
<https://doi.org/10.30587/didaktika.v29i1.5172>
- Toni, H., Putra, R. A., Reizkimaharani, & Fauzi. (2023). Korelasi moderasi Islam dengan marketing pendidikan di Perguruan Tinggi Islam pada ruang digital era 4.0. *International Conferences On Islamic Studies (ICIS)*.