



INTEGRATION OF HUMANISTIC VALUES IN DIGITAL EDUCATION IN THE SOCIETY ERA 5.0

Yusi Sri Mulyani^{*1)}, Yeni Siti Rokayah²⁾, Siti Hodijah³⁾, Tedi Sutisna⁴⁾, Eneng Martini⁵⁾

1. Program Studi Magister PIPS STKIP Pasundan, Cimahi, Jawa Barat, Indonesia

Email address : yusidenisa78@gmail.com

2. Program Studi Magister PIPS STKIP Pasundan, Cimahi, Jawa Barat, Indonesia

Email address : yenisitirokayah3@gmail.com

3. Program Studi Magister PIPS STKIP Pasundan, Cimahi, Jawa Barat, Indonesia

Email address : odhiedhienie@gmail.com

4. Program Studi Magister PIPS STKIP Pasundan, Cimahi, Jawa Barat, Indonesia

Email address : scouteddy87@gmail.com

5. Program Studi Magister PIPS STKIP Pasundan, Cimahi, Jawa Barat, Indonesia

Email address : eneng.martini13@gmail.com

Abstract— This research aims to explore the integration of humanistic values within digital education in the Society 5.0 era, a developmental phase that emphasizes the balance between technological advancement and human-centered orientation. The growing digitalization of education, while offering broader access and efficiency, raises critical issues such as potential dehumanization and the weakening of empathetic relationships between educators and learners. The approach in this study uses literature studies, namely systematically elaborating various concepts about integration of humanistic values in digital education or This research examines literature and theories related to integration of humanistic values in digital education. Systematic searches were conducted on scholarly articles, education policy documents, and international academic publications from 2018–2025. Data were analyzed thematically to identify recurring patterns and categories related to embedding humanistic values in digital learning environments. The findings indicate three essential aspects. First, dialogical and empathetic interactions in online learning must be preserved to prevent student social isolation. Second, equitable access and critical digital literacy are urgent principles to reduce digital divides across regions and social groups. Third, advanced technologies such as artificial intelligence and virtual reality hold potential as human-centered learning tools if developed within ethical and collaborative frameworks. These results confirm that humanistic values are foundational to ensuring digital education remains transformative and inclusive. The integration of humanistic values in digital education during the Society 5.0 era has significant implications for digital pedagogy, policy development grounded in digital ethics, and the design of meaningful learning practices. Future studies are recommended to test concrete models of humanistic integration across diverse cultural and social contexts.

Keywords—digital education, humanistic values, society 5.0, pedagogy, digital ethics

I. INTRODUCTION

In the era of Society 5.0, there is an integrated relationship between physical space, digital space, and social space.

Digital technology is no longer just a tool, but an integral part of daily life, including in the world of education. This transformation brings great opportunities for rapid access to information, online learning, the use of artificial intelligence, and others. However, it will face great challenges, especially in maintaining and developing humanistic values in the educational process. Humanistic values, such as human dignity, justice, empathy, social responsibility, sensitivity to others, and respect for local wisdom are important so that education is not only limited to knowledge or cognitive ability, but is able to build balanced character and morals. Without the integration of these values, it is feared that education prioritizes efficiency and productivity over humanitarian aspects [1]. Digital education can accelerate and expand the dissemination of knowledge and skills. However, if not accompanied by a humanistic approach, digitalization can lead to isolation, dehumanization, or injustice of access. On the contrary, the integration of humanistic values allows digital education to be more inclusive, pay attention to the uniqueness of individuals, and make students not only recipients of information, but also active actors with ethical and social awareness [2]. In Indonesia, the relevance of humanistic value education is increasingly urgent. For example, strengthening the character of Pancasila, digital literacy, and local culture are part of various educational policies and research in facing Society 5.0. Schools and teachers are required not only to be able to master technology, but also to form the character of students who are able to adapt while upholding human values [3].

The development of digital technology has brought society into a new phase often called Society 5.0, an idea that emphasizes the integration of physical space, cyberspace, and social space to realize greater well-being through smart technology. This concept popularized in Japan emphasizes that technologies such as artificial intelligence (AI), Internet of Things (IoT), and big data must be managed in order to become solutions to social challenges such as population aging, service disparities, and the need for personalization of public services [4]. From a practical perspective, integrating humanistic values into digital education means designing



curricula, methods, and learning technologies that not only transfer content but also develop learners' empathy, social responsibility, critical skills, and reflective capacity. The principles of transformative learning that emphasize changing thinking frames through critical reflection on experience are also relevant for adult education and lifelong learning in Society 5.0, especially when technology forces us to redesign social assumptions and roles [5].

With this background, this article aims to examine how humanistic values can be integrated in digital education in the era of Society 5.0, including what values need to be grown, how strategies and practices are, as well as challenges and opportunities in the context of Indonesian education.

II. METHODOLOGY

This research uses a qualitative method with a library research approach. The literature study was chosen because the topic of this research emphasizes the analysis of ideas, theories, and results of previous research on the integration of humanistic values in digital education in the era of Society 5.0. Literature study is a series of activities related to collecting library data, reading, taking notes, and processing research materials sourced from relevant literature[6]. The main data sources of this research are books, national and international journal articles, research reports, policy documents, and other scientific sources relevant to the theme of humanistic education and educational digitalization. Data is analyzed using content analysis techniques, which are to study, interpret, and organize the literature that has been collected to find the main themes, compare concepts, and synthesize ideas.

The research process is carried out through several systematic stages. First, Problem Identification and Research Focus by formulating the main problem, namely how to integrate humanistic values in digital education in the Society 5.0 era. This stage is important to limit the scope of the study so that the research is directed. Second, the collection of literature in the form of books, national and international journal articles, research reports, policy documents, and other scientific sources relevant to the topic. The literature criteria selected are: (a) related to humanistic values, (b) discussing digital education, and (c) relevant to the context of Society 5.0. Third, Evaluation and Selection of Sources through evaluation based on credibility, relevance, novelty (up to date), and depth of discussion [7]. Fourth, data analysis in depth of selected literature, recording the main ideas, comparing views between authors, and grouping important themes such as: (a) the concept of humanistic education, (b) the transformation of digital education, (c) the challenges and opportunities of humanistic integration in Society 5.0. Content analysis is seen as effective in literature research because it can reveal the implicit meaning of the text [8]. Fifth, Synthesis and Drawing of Conclusions is a conceptual framework that explains the relationship between humanistic values and digital education and to answer the focus of research as well as make a theoretical contribution to the development of education in the era of Society 5.0.

The results of this literature review are expected to be able to provide a comprehensive understanding of the Integration of Humanistic Values in Digital Era Society 5.0 education

III. RESULT AND DISCUSSION

A. *Relevant Humanistic Values in Digital Education*

From the results of the literature review, humanistic values that need to be integrated in education in the Society 5.0 era include: First, human dignity, namely education must respect each individual as a subject, not just an object of technology transfer. Second, empathy and social concern can form the moral and social basis of students, so that technology does not make interactions dry from the humanitarian side. Third, the development of self-potential, digital learning will open opportunities for students to develop creativity, self-reflection, and meaningful problem-solving. Fourth, fairness and inclusivity, digital education must pay attention to access gaps, especially for students in remote areas so that they are not further left behind. [9].

B. *The Challenge of Integrating Humanistic Values in Digital Education*

Despite its benefits, the integration of humanistic values in digital education faces a number of challenges. In digital education, the gap between infrastructure and digital literacy is still a serious obstacle [10]. Overuse of technology can reduce face-to-face interactions that are important in character formation [11]. Education also tends to focus on technical skills without balancing affective and moral aspects [12].

C. *Humanistic Value Integration Strategy in Digital Education*

From the literature analyzed, there are several strategies that can be done. First, the design of a humanist-digital curriculum that combines technology-based learning with character values such as mutual cooperation, empathy, and responsibility. Second, a participatory learning model that can encourage students to actively discuss, collaborate online, and reflect critically on social issues through digital media. Third, the role of teachers as humanist facilitators who act as companions who foster human values [13]. Fourth, the use of inclusive technology that ensures that digital applications and platforms can be used by all groups, including students with limited access or special needs [9].

D. *Discussion Synthesis*

The results of the analysis show that the integration of humanistic values in digital education is not just a moral discourse, but an urgent need to maintain a balance between technological sophistication and humanity. Education in the era of Society 5.0 will succeed if it is able to create a generation that is not only digitally intelligent, but also humanist, socially caring, and ready to face global challenges ethically. This is in line with the view that Society 5.0 is a human-centered society [14], so education must place humans as the center of development, not technology alone.

IV. CONCLUSION



This study emphasizes that the integration of humanistic values in digital education in the Society 5.0 era is a strategic step to maintain a balance between technological progress and the essence of humanity. Values such as human dignity, empathy, justice, inclusivity, and self-potential development need to be the basis of any digital education innovation. Without strengthening the humanistic aspect, education risks becoming too technocratic, skill-oriented, and ignoring the moral and social dimensions. The challenges faced, such as the digital divide (digital divide), the potential for dehumanization, and the dominance of instrumental orientation, must be responded to through the right strategies. Efforts that can be taken include the development of a humanist-digital curriculum, the implementation of participatory learning models, the role of teachers as humanist facilitators, and the use of inclusive technology. With this approach, digital education is not only a means of knowledge transfer, but also a vehicle for character formation and strengthening of human values. Thus, education in the Society 5.0 era is expected not only to produce a generation that is capable of technology, but also a generation with character, empathy, and commitment to universal human values. This is in line with the goal of Society 5.0 as a human-centered society that puts humans at the center of every technological development.

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