

PHILOSOPHY OF EDUCATION AND LEARNING IN THE DIGITAL AGE: ACHIEVING THE GOALS OF PEDAGOGICAL EDUCATION WITH EXCELLENT CHARACTER

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Abstract

Education in the digital era has undergone a significant transformation, especially in terms of the use of technology to facilitate learning. However, the application of technology that focuses on academic efficiency often overlooks the development of student character, which is an important aspect of educational philosophy. This article investigates the relationship between the use of technology in digital education and student character development, and how the two can be combined to achieve well-rounded educational goals. This research adopts a content analysis approach by examining education policy documents and curricula that integrate technology. The results show that although technology accelerates learning, student characteristics, such as empathy, cooperation, and leadership, are often overlooked. This article contributes to the development of science by emphasizing the importance of a balance between the use of technology and character development in education policy in the digital age. The results of this study indicate that there must be a more holistic approach in designing educational curricula that focus not only on technical knowledge but also on the formation of students' character to create intelligent and integral individuals in an ever-evolving digital world.

Keywords: Philosophy, Pedagogical Education, Digital Age, Excellent Character

Abstrak

Pendidikan di era digital telah mengalami transformasi yang signifikan, terutama dalam hal penggunaan teknologi untuk memfasilitasi pembelajaran. Namun, penerapan teknologi yang berfokus pada efisiensi akademik sering kali mengabaikan pengembangan karakter siswa, yang merupakan aspek penting dari filosofi pendidikan. Artikel ini bertujuan untuk menyelidiki hubungan antara penggunaan teknologi dalam pendidikan digital dan pembentukan karakter siswa, serta bagaimana kedua hal tersebut dapat diintegrasikan untuk mencapai tujuan pendidikan yang seimbang. Penelitian ini menggunakan pendekatan analisis konten dengan mengkaji dokumen kebijakan pendidikan dan kurikulum yang mengintegrasikan teknologi. Hasil penelitian menunjukkan bahwa meskipun teknologi mempercepat proses pembelajaran, karakteristik siswa seperti empati, kerja sama, dan kepemimpinan sering diabaikan. Artikel ini berkontribusi pada perkembangan ilmu pengetahuan dengan menekankan pentingnya keseimbangan antara penggunaan teknologi dan pengembangan karakter dalam kebijakan pendidikan di era digital. Hasil penelitian ini menunjukkan bahwa diperlukan pendekatan yang lebih holistik dalam merancang kurikulum pendidikan yang tidak hanya berfokus pada pengetahuan teknis, tetapi juga pada pembentukan karakter siswa untuk menciptakan individu yang cerdas dan utuh dalam dunia digital yang terus berkembang.

Kata kunci: Filsafat, Pendidikan Pedagogis, Era Digital, Karakter Unggul

Introduction

In the last decade, education has undergone a major transformation along with the rapid development of digital technology (Hasnida et al., 2024; Muhammaditya & Hardjosoekarto, 2021; Saidi et al., 2022; ИИYJIBΓA et al., 2024). The world of education, which used to depend on conventional methods, now faces new challenges in utilizing technology to enrich the teaching and learning process. These developments have changed the way we access information and affected the way we understand knowledge itself (Chang et al., 2020; Firth et al., 2019; Kay, 2009). Technologies such as e-learning, online platforms, and AI-based learning systems have become an integral part of the modern educational process. However, while technology has the potential to improve accessibility and interactivity in learning, there are also concerns that the over-application of technology may reduce the focus on essential human values in education, such as the formation of students' character, ethics, and social skills (Haran, 2016; Markov & Volkova, 2020).

Preliminary data from the study showed that there was a gap in the application of technology in education, which led to a dilemma between innovation and the preservation of humanistic values (Pencarelli et al., 2023; Pirson, 2020; Zhanbayev et al., 2023). Based on interviews with educators and surveys conducted on students, it is known that although technology can improve access and efficiency in the teaching and learning process, there is still a feeling of concern that the continuous use of technology can neglect the character formation as well as the development of students' social skills (Sokhranyaeva & Zamotkin, 2021). In various educational institutions, even though there are modern online learning platforms, character building and critical thinking skills are still not the focus (Okolie et al., 2022; Tathahira, 2020). Students, especially at the primary and secondary

education levels, are more often given exams that emphasize academic achievement rather than developing the social skills and moral values that should be an important part of their education.

This challenge is increasingly relevant with the phenomenon of fragmented education in the digital era. Along with the rapid development of digital media, the online-connected lifestyle of students has created a new culture in education that focuses on active participation and collaboration (Kim & Kim, 2023; Sagala et al., 2024; Triyanto, 2020). However, this culture often places technological intelligence above human values such as empathy, creativity, and self-reflection (Reski et al., 2024). In other words, there is an inequality that needs to be addressed between the benefits of technology in improving accessibility and the gap in character development that cannot be replaced by machines. Education needs to find a balance between the use of technology and humanistic values to be able to produce individuals who not only have good technical skills but are also able to interact effectively in society and have strong moral principles.

Several previous studies have emphasized the importance of an educational approach that integrates human values in the context of the use of digital technology. Markov & Volkova, (2020) stated that education in the digital era must maintain humanist values even though technological advances continue to develop. They argue that although technology can improve the efficiency of the learning process, the primary goal of education remains to form individuals of good character. On the other hand, research conducted by Shestakova et al., (2022) also provides a similar view. Stating that educational technology must be able to foster social, ethical, and aesthetic awareness in students, not just technical knowledge (Shestakova et al., 2022). This shows that despite significant technological advances, an educational philosophy that

emphasizes a balance between knowledge and moral character remains highly relevant.

Based on the literature review, education in the digital era needs to explore an educational philosophy that not only focuses on academic achievement but also on developing the character of students (Drigas et al., 2020; Pérez & Montoya, 2022; Syaipudin, 2023). Education must answer the challenges of the times and integrate technology for learning progress but still prioritize strengthening students' social and moral values (Iksal et al., 2024; Zhao et al., 2023). For example, although technology provides significant benefits in improving access to information, teaching approaches that do not pay attention to student character formation can have an impact on the overall quality of education (Sokhranyaeva & Zamotkin, 2021). Therefore, this research focuses on how the philosophy of education in the digital age can be changed to overcome this dilemma, paying attention to the balance between the use of technology and the development of students' character.

The purpose of this study is to explore how educational philosophy can be integrated in the digital context to achieve a balance between the use of technology and the preservation of humanistic values in education. This research aims to examine how technology can be applied in the teaching and learning process without reducing the moral and social values that play a significant role in shaping students' personalities. In this context, technology is not only expected to enhance learning experience but also contributes to the development of students' social and emotional abilities, which are an important foundation in education.

The benefit of this research is to contribute to the formulation of education policies that not only apply technology effectively but also pay attention to aspects of moral and social values, as well as the formation of students' character. It is hoped that this research can provide

understanding to educators and policymakers in developing a more balanced approach in utilizing technology in the learning environment to create a more humane and inclusive educational atmosphere. In addition, this study also aims to offer guidance for educators in designing a curriculum that considers the balance between the use of technology and the development of students' character.

The theoretical study underlying this research refers to an educational philosophy that emphasizes the development of character and morality, which includes not only academic achievement but also the formation of the whole human being. The concept of humanism in education emphasizes the importance of applying social and ethical values in every part of the teaching and learning process (Nahdiyah et al., 2023; Rachman et al., 2023). One example is Paulo Freire's thought, which describes education as a means of liberation. He emphasizes the key role of the relationship between teacher and student in creating a more equitable world, which not only focuses on improving knowledge but also rewards emotional and social engagement (Freire, 2022; Madhakomala et al., 2022). In addition, Erkut & Dahl, (2019) and Shusterman, (2022) in his concept of somaesthetics, states that education should also pay attention to physical and aesthetic aspects in learning, which are relevant in developing students' character in a digital world full of distractions.

Based on this study, the hypothesis proposed in this study is that the integration of humanistic educational philosophy with digital technology in learning can create a balance that supports not only the mastery of technical knowledge but also the development of better student character. In this case, technology can be a tool that enriches the educational process, rather than replacing the essential human aspects of education itself. Thus, this research seeks to contribute to the development of science, especially in the field of educational

philosophy in the digital era. The findings of this research are expected to be a reference in designing education policies that not only consider technological efficiency but also the moral and social quality of students, with the ultimate goal of creating individuals who are intelligent, characterful, and ready to face the challenges of an increasingly complex digital world.

Method

This study uses the content analysis method to examine the application of technology in digital education and how it affects the formation of students' character in the context of educational philosophy. The research subjects consist of educational policies, curriculum materials, and learning practices that use technology in several educational institutions. The research instruments used are education policy documents, curriculum that integrates technology, and learning materials that are selected for analysis. The researcher collected data by identifying and categorizing texts related to the use of technology in education as well as the humanistic values reflected in these policies and practices. The analysis technique applied is thematic analysis, which is used to identify the main themes regarding the relationship between technology and the character of education in existing documents, as well as to evaluate how technology is used to improve access to information without reducing the importance of the formation of students' character. The results of this analysis provide insights that can be used to design educational policies and practices that balance technological innovation and humanitarian values in education.

Research Results

This study aims to identify patterns and themes in the application of technology in education and its impact on the formation of students' character, using the content analysis method. The data used in this study

includes education policy documents, news articles related to educational technology, and diverse types of social media that discuss digital education topics. The analysis process aims to find patterns that reflect the relationship between the use of technology in education and the development of students' character. Based on the analysis of these sources, several main themes were found that dominated discussions about technology in education and character education.

Theme 1: Technology as a Tool to Accelerate Learning

One of the most visible patterns is the view that technology, especially online learning platforms and educational applications, can accelerate the learning process. In various policy documents and news articles analyzed, many parties emphasized the ability of technology to improve learning efficiency and facilitate access to subject matter. This is evident through the use of a learning management system that allows students to learn the material anytime and anywhere. However, some documents also expressed concerns that excessive use of technology could reduce students' critical thinking skills. For example, some news articles criticize the tendency of students to rely too much on digital resources rather than think deeply or discuss to understand the concepts being taught.

Theme 2: Character Development Left Behind

The second theme that emerges is the concern that while technology provides great benefits in terms of the accessibility of learning materials, aspects of student character formation are often overlooked. From the results of the analysis of social media, many discussions have shown that while technology can enrich students' knowledge, character education—such as empathy, honesty, and the ability to collaborate—is often overlooked in technology-based curriculums. Some social media users say that learning that relies too much on digital platforms actually reduces

direct social interaction among students, something they say is crucial in building social skills and empathy.

Theme 3: The Role of Technology in Improving Interactivity

The third theme that emerged was the importance of technology in increasing interactivity in learning. Many documents and news articles show that technology helps the learning process become more interactive by using online discussion forums, virtual collaborations, and assessment tools that allow students to be actively involved in their learning activities. The discussion mostly centered on the benefits of technology in encouraging students to be more active in learning, while also reducing the passive habits often found in traditional teaching methods. However, many also highlight that the engagement created by this technology tends to be limited to the academic aspect and does not fully cover the social and moral aspects of students.

Theme 4: Inequality of Access to Technology in Education

The fourth theme is inequality in access to technology. In a news article that discusses the impact of education digitalization, it is stated that there is a difference in access to technology between schools that have limited resources and schools that are more technologically advanced. Some news articles noted that in some areas, students do not get adequate access to hardware or internet connections, which prevents them from making optimal use of technology in the learning process. This inequality adds to the challenge of creating a fair and equitable education system, which also affects students' opportunities for academic and character development.

Theme 5: Integration of Humanistic Values in Digital Learning

The last theme found was the importance of integrating humanistic values in digital learning. Although technology allows for a wide range of innovations in education, many sources

suggest maintaining a balance between technical knowledge and the formation of students' moral character. From the results of the analysis of various documents and social media, there is a view that although technology brings convenience in the learning process, education that emphasizes humanistic values such as tolerance, cooperation, and social responsibility still needs to be maintained. This aims to ensure that students not only have good academic abilities but also grow into individuals with integrity and have a sense of concern for the needs and problems of the surrounding community.

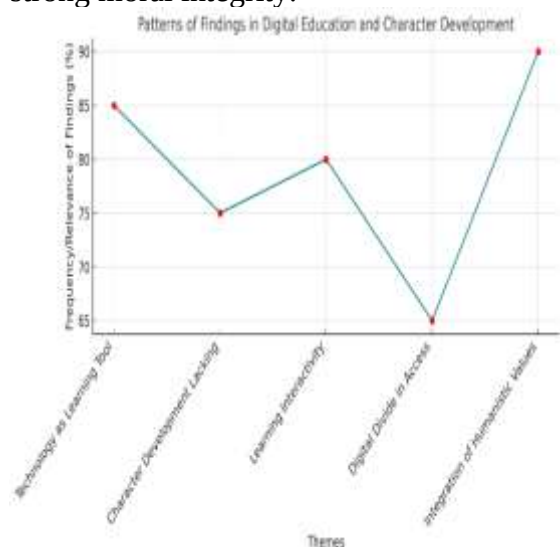
The following is a table summarizing the results of the theme analysis based on data collected from education policy documents, news articles, and social media:

Table 1. Research Data Visualization

Theme	Description	Pattern of Findings
Technology as a Learning Tool	Technology accelerates the learning process by improving accessibility.	Easy access to materials, but concerns students' critical thinking
	The use of technology sometimes ignores the formation of students' character.	Lack of attention to social and moral values in technology-based learning.
Learning Interactivity	Technology enables more interactive and collaborative learning.	Although technology enhances learning, it frequently confines it to the academic domain.
Inequality of Access to Technology	Difficulties in accessing technology between	Inequality of access affects students' equal

Theme	Description	Pattern of Findings
Integration of Humanistic Values	schools with limited resources.	learning opportunities.
	The importance of integrating moral values in digital learning.	Emphasis on balance between technology and character education

This table illustrates the key patterns found in content analysis, which provides insight into the challenges and opportunities that arise in education in the digital age. While technology provides many benefits in terms of accessibility and interactivity, it is important not to overlook the humanistic values that are the basis of balanced character education. Thus, the results of this study underscore the need to develop a more holistic education policy that integrates technology with the development of students' character so that education in the digital era not only produces intelligent individuals but also has strong moral integrity.



Picture 1. Chart Line Research Data Visualization
(Source: Researcher, 2025)

Above is a line graph illustrating the pattern of findings related to digital education and character building. Each dot on the line represents a theme, while the value indicates the level of relevance or frequency of findings for each theme. This graph clearly highlights the most significant aspects of technology in education as well as human values based on research analysis.

Discussion

This research aims to explore the impact of the application of technology in digital education and how it affects the formation of students' character. The results of the research obtained provide important insights into the relationship between the use of technology in education and the development of humanistic values in the context of learning. The main findings in this study show that although technology plays a significant role in improving access and efficiency of the learning process, significant challenges arise when the use of technology is not supported by attention to the in-depth development of students' character.

The main findings of this study are that education policies that integrate technology focus more on mastery of academic materials and improve learning efficiency through digital platforms, but very few explicitly incorporate character values in technology-based teaching. For example, the prevailing policy emphasizes the use of e-learning to speed up the teaching and learning process, but there are almost no rules that link the application of technology to the formation of students' character, such as the development of moral values, leadership skills, or empathy.

This is in line with previous research showing that while technology brings great benefits in improving student access and engagement, humanistic values are often overlooked in technology-based educational practices (Sokhranyaeva & Zamotkin, 2021). This research is in line with the results of a study by Haran (2016), which highlights the importance of creating

a balance between technology-based teaching and student character building. Haran also points out that technology often overlooks aspects such as social engagement and collaboration, which are important parts of education that aim to form individuals who are not only academically intelligent but also morally and socially developed.

However, the results of this study make a significant contribution by showing that although the use of technology in learning can improve the learning experience and make it more interactive, not all technology applications are able to help in shaping students' character. Based on a content analysis of existing education policy and curriculum documents, it was found that only a small portion of the curriculum truly integrates character elements, such as empathy, cooperation, and leadership. This is different from previous findings that focused more on the cognitive and academic aspects of technology in education. Therefore, these findings contribute to the development of a more holistic education policy by considering the balance between technology and character building.

From comparisons with previous studies, several significant gaps were found. Research by Markov & Volkova (2020) on the philosophy of education in the digital age reveals that although technology increases students' access to and involvement in learning, attention to social and moral aspects in education is still minimal. These findings are reinforced by the results of our research, which show that digital education policies and curricula focus more on technical efficiency and academic achievement than on the formation of students' character. Previous research by Shestakova et al., (2022) also noted that education in the digital age often focuses only on technical competencies and pays less attention to the social and moral skills that are important in character education.

However, the findings in this study lead to a more substantial discovery, namely the importance of creating a more holistic education policy, which not only prioritizes the use of technology to facilitate learning but also considers character development through technology-based learning methods. This research adds a new dimension to the study of the integration of technology in education by emphasizing the importance of developing students' moral and social character as an integral part of digital education.

This research contributes to the advancement of science by stating that although educational technology plays a significant role in accelerating the learning process, its impact on the formation of students' character still needs more attention in the formulation of educational policies and curricula. Therefore, this study emphasizes the importance of a balanced integration between the use of technology and the development of students' character in the context of digital education. The results of this study provide a deeper understanding for education policymakers in designing curricula that utilize technology effectively without neglecting fundamental human values.

In addition, this research also brings an original approach to analyzing content related to education policy in the digital age, with a greater focus on developing character values using technology. This suggests that education policy needs to integrate a technology-based approach that focuses not only on learning efficiency but also on the formation of strong student character and integrity. These findings have the potential to provide guidance for curriculum development that not only prioritizes mastery of academic materials but also the development of social and moral skills that are important for students in the digital era.

In the current educational literature, the focus often lies on how technology can be used to improve educational access and teaching efficiency. However, this study

offers a new perspective by paying attention to the balance between the use of technology and character education. The results of the analysis show that although technology offers solutions to various challenges in education, its application that is not balanced with character development can lead to educational injustice and loss of moral meaning in the learning process. Therefore, updates in the educational literature need to include the importance of creating policies that integrate technology with the development of students' character to achieve more holistic educational goals.

Conclusion

This study shows that although technology in digital education provides significant benefits in improving accessibility and learning efficiency, its application that is not balanced with character development can reduce humanistic values in education. Findings This shows that a balance is needed between the use of technology deeply supporting academic learning and strengthening students' character, like empathy, cooperation, and leadership attitude. Research makes a new contribution by suggesting that education policies in the digital era must include the use of technology that strengthens not only academic learning outcomes but also the development of moral character and social studies. Therefore, to achieve holistic educational goals, educational policies and curricula must be designed with both aspects in balance.

Suggestions

Based on the findings of this study, several suggestions can be proposed.

- 1) Education policymakers need to design digital education policies that explicitly integrate character values, such as empathy, responsibility, cooperation, and leadership, into technology-based learning systems.
- 2) Curriculum developers should not position technology merely as a tool for academic efficiency, but also as a medium

to strengthen students' moral and social development through collaborative, reflective, and value-oriented learning activities.

- 3) Teachers need to be encouraged and trained to implement digital pedagogy that balances cognitive achievement with character formation, so that students are not only technologically literate but also socially and ethically aware.

- 4) Educational institutions should develop evaluation systems that assess not only academic performance but also students' character growth in digital learning environments.

Finally, future researchers are recommended to employ more rigorous methods, such as qualitative case studies, mixed methods, or empirical field-based research, in order to provide deeper evidence regarding how digital technology can support holistic education and character development.

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