

Educational Transformation: Technology Axiology and Humanistic Values in Digital Learning

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Abstract: Humanistic theory is famous for its view that humans are humans, meaning that humans are living creatures created by the Creator who have their own nature to stand on this earth. In addition, this theory is characterized by an effort to observe individual or student behavior from the angle of the student or the culprit, not from the teacher or observer. This scientific article was prepared using the systematic literature review (SLR) method. The SLR method is used to identify, review, evaluate, and interpret all available research with the topic area of the phenomenon of interest. Researchers selected 7 articles that were related to the keywords used from 2015 to 2023. Educational transformation that combines technological axiology and humanistic values in digital learning is a positive step to form a generation that is technologically intelligent and also equipped with strong human values. This kind of education is expected to create individuals who are able to face future challenges wisely and contribute positively to the global community.

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Introduction

The Industrial Revolution 4.0 is an era of disruptive innovation, where this innovation is developing very rapidly, so that it can help create new markets. Facing these great challenges, the world of education is required to change and improve for the better in creating a generation that is ready to face the challenges of changing times (Aransyah A, 2023). Education is the main foundation of character building and the quality of a nation's human resources. Along with the times, educational technology has become an integral element in responding to global challenges. The transformation of education towards digital learning is a necessity, but it needs to be understood that this shift is not only related to the efficiency of the teaching and learning process, but also has deep implications for the values reflected in the axiology of education.

The increasingly complex development of the 21st century brings various problems starting from the methods, patterns and approaches taken by educators and learners. The presence of digital media-based learning is not balanced with the implementation in the field,

the lack of understanding of teachers from models and ways gives the perception that teachers are not fully prepared to implement digital-based learning models. The education sector as one of the main pillars for the progress of the nation's next generation, also needs to adjust according to the times so as not to be left behind both in the field of educational technology and learning curriculum compared to developed countries. The new era of Industry 4.0 will bring major changes in the physical world such as virtual facilitation made possible by digital connections that minimize distance, eliminate differences, and conduct real-time knowledge transfer and material transfer globally (Dito & Pujiastuti, 2021).

Learning or learning activities are a long process carried out by every human being to achieve a better result, so the right learning strategy is needed. Therefore, an interesting and appropriate way is needed in the learning program for students. With the help of today's electronic media, it helps students a lot in terms of collecting various additional information needed in making learning tasks (Sulistiyawati, 2020). Digital learning, through various platforms and applications, brings fundamental changes in teacher-student interactions and the way knowledge is delivered. How can values such as empathy, caring and ethics be maintained in a virtual environment. To what extent can technology be a means of improving the quality of education without compromising humanistic values.

Axiology contains thoughts about the problem of values including moral, religious, and beauty values. Axiology can be referred to as the theory of value. Part of philosophy that is concerned about good and bad, right and wrong, and means and ends. Of the five components in education (educational goals, educators and education personnel, students and educational tools and the environment or context of education.(Moh. Wardi, 2013).

Axiology, as the branch of philosophy that studies values, becomes a critical focus in exploring the transformation of education through the application of technology. Understanding the impact of technology on humanistic values, ethics and morality is essential in ensuring that technological advances not only support but also enrich the educational experience. This scientific axiology is defined as something related to the usefulness of the knowledge gained. For example, the use of technology in the form of online learning has caused a decline in students' interest in learning. In contrast to face-to-face learning, affective aspects can still be measured and seen, even though the nature of scientific development aims to help achieve the welfare of mankind. (Armanto et al., 2021).

Education and teaching is an effort to achieve goals that refer to behavior modification towards the maturity of students. Of course, there are separate stages or processes that must be passed. Because goals can be achieved through a process, the process here refers to the realm of education and teaching. Teaching is defined as a process of necessity for students in living life, which requires and maximizes their potential in accordance with the tasks of the stages of development in each phase that must be passed by students. The task concerns the need to be able to survive as a human being, who needs other people and as a human being created by the Almighty Creator. Learning is not only about memorizing and remembering, but the process that occurs appears to be a change for students. The changes in question are changes in knowledge, behavior, abilities, appreciation and self-acceptance. Thus, learning is defined as a process that runs very actively and interactively, and in the end students can react to all conditions that surround them. In practice, learning requires the support of theory and learning. These theories include behavioristic, cognitiveistic, constructive and humanistic learning theories. (Nast & Yarni, 2019).

Humanistic theory is famous for its view that humans are humans, meaning that humans are living creatures created by the Creator who have their own nature to stand on this earth. In addition, this theory is characterised by efforts to observe the behaviour of individuals or students from the angle of the student or the culprit, not from the teacher or observer. There are several principles of humanistic theory, namely: 1) make a clear goal formulation, strive for students to be actively involved through learning agreement contracts that are real, positive and honest, 2) encourage students to learn on the basis of their own initiative or willingness, 3) encourage students to be able to think critically, so that students can themselves interpret the learning process 4) students are not limited to being able to express ideas or opinions, students are given the freedom to choose, 5) teachers are required to be neutral towards all students, try to understand the way their students think and encourage students to have responsibility and be able to accept all kinds of risks in the learning process 6) provide opportunities for all students to be able to develop and advance according to their abilities 7) each student gets an evaluation that is seen from the acquisition of student achievement (Diana Devi, 2021).

Abraham Maslow is a very prominent figure in humanistic psychology. Maslow is famous for his view that humans have a hierarchy of needs to arrive at self-actualisation. And to arrive at self-actualisation there are stages that must be passed, namely the first stage related to the needs of clothing, food and shelter, the second stage of the need for security, the third need to be loved and love, the fourth need for self-esteem and finally self-actualisation. Each stage must be fulfilled as a whole, no one should be left behind or skipped. With this assumption, a teacher cannot blame students if they are not enthusiastic in participating in the learning process, not doing assignments, skipping classes and so on. This means that the teacher tries to relate this to the hierarchy of needs previously explained. It could be that students behave in this way because the needs that should be fully obtained are not fulfilled (Tjalla et al., 2022). Based on this explanation, researchers will examine various literature related to educational transformation: the axiology of technology and humanistic values in digital learning.

Methods

This scientific article was prepared using a systematic literature review (SLR) method. The SLR method is used to identify, review, evaluate, and interpret all available research on the topic area of the phenomenon of interest, with relevant and specific research questions. In using the SLR method, systematic reviews and journal identification can be carried out. To complete this research, researchers collected journal articles from Google Scholar, Sinta, DOI. The keyword is educational transformation: technological axiology and humanistic values in digital learning. The articles collected were only articles published from 2015 to 2023. Researchers selected 7 articles that were related to the keywords used.

Research results and discussion

Research Results

Educational Transformation: The Axiology of Technology and Humanistic Values in Digital Learning is a paper that discusses the role of technology and humanistic values in digital learning. Digital learning is a form of learning that uses technology such as computers, smartboards, and mobile devices to assist the learning process. Technology axiology is a philosophy that produces action from technology. In digital learning, technology axiology brings various benefits, such as facilitating the learning process, increasing learning

efficiency, and facilitating communication between students and teachers. However, it must also be remembered that technology does not have to be a priority in digital learning, but must be adjusted to the needs of students and teachers.

Humanistic values, such as humanity, social justice and social welfare, should also be taken into account in digital learning. In digital learning, teachers should produce activities that pay attention to humanistic values and develop students holistically. Teachers should also produce activities that pay attention to the balance between online and offline activities. In this paper, it will also discuss how to effectively integrate technology and humanistic values in digital learning. Teachers should come up with activities that combine technology with offline activities, such as creating collaborative projects that use technology to carry out offline stages. Teachers should also come up with activities that pay attention to the balance between online and offline activities, such as creating projects that involve students in offline activities as a finale or final ranking of online projects.

In this case, the transformation of education through the axiology of technology and humanistic values in digital learning brings various benefits to students and teachers. Students can recognize the techniques and skills needed in the modern world through digital learning, while teachers can develop their skills in combining technology with humanistic values effectively. Here are 7 literature reviews related to educational transformation: technological axiology and humanistic values in digital learning. They are as follows: Research conducted by Fahmi, et, al 2022, with the title of research on the development of Islamic education curriculum policies: curriculum and humanistic approaches in the digital era, the results of the study show that the objectives of Islamic education if examined critically are trying to create happiness in this world and in the hereafter, serving the needs of Muslims, maintaining the integrity of Muslims and instilling morality and so on. It is clear that the formulation of the objectives of Islamic education is still general and does not correspond to the reality of society and the times. In the current era of globalisation, the goals of education must be reoriented. Clarifying this orientation does not mean eliminating the spirit of the originally idealised goals of Islamic education. For this reason, educational goals and curriculum must be directed into a unified whole to achieve the aspired goals. An important part of the curriculum system is planning, organising, implementing, monitoring and evaluating. (Khumaini, 2022).

Research conducted by Sulaiman and Neviyarni, 2021 with the title learning theory according to the humanistic psychological flow and its implications in the learning and learning process. Humanistic psychology pays attention to the teacher as a facilitator to provide ease of learning and various facilitator qualities. The implications of multiple intelligences as part of humanistic theory are as follows: Education should pay attention to all intellectual abilities, education should be individualized, motivate students, schools facilitate students to develop multiple intelligences, process evaluation should be more contextual, the learning process can occur anywhere and anytime. Humanistic psychology is very relevant to the world of education, because this school always encourages the improvement of human quality through appreciation of the positive potentials that exist in every human being. Along with the changes and demands of the times, the educational process is constantly changing. With changes in educational strategies from time to time, humanistics provides significant direction in achieving educational goals. Humanistic learning theory is a learning process that must begin and end with humans themselves. In humanistic learning theory, learning is considered successful if the learner understands his environment and himself. Students in the

learning process must strive so that gradually they are able to achieve self-actualization to the best of their ability (Sulaiman & Neviyarni, 2021).

Research conducted by Eko Prayogo and Suyadi, 2019 with the title Learning Islamic Religious Education in the era of Revolution 4.0 with a humanistic approach at SMP Muhammadiyah Al Mujahidin Gunung Kidul, Humanistic theory is a learning that is considered successful if students are able to understand their environment and personality. In the implementation of learning, students try hard to succeed in achieving a target in learning Islamic Religious Education with self-actualization well. The existence of Islamic Religious Education learning in the era of revolution 4.0. by describing various ways of integrating cyber technology both physically and not into learning is very good. The application of Humanistic in Islamic Religious Education learning carried out by Muhammadiyah Al Mujahidin Junior High School teachers produces relationships between humans and other humans with maximum and quite good work. (Eko Prayogo, 2019).

Devy Habibi Muhammad's research, 2020 with the title implementation of religiosity humanism education in Islamic religious education in the era of industrial revolution 4.0 the results of research Humanist education is a process of consciousness that is directed and produces dynamic freedom so as to create an innovative climate of humanity that is critically progressive as a whole by prioritizing dialogical, reflective, and expressive approaches between educators, students and the environment. The learning process in humanist education has several characteristics that must be considered so that the learning process runs as expected, namely departing from the positive assumption that students have the same reasons and intelligence, giving students the freedom to self-actualize (think critically, create, innovate, etc.), so that religiosity humanist education has relevance to the era of the industrial revolution 4.0. The learning process in humanist education has several characteristics that must be considered so that the learning process runs as expected, namely departing from the positive assumption that students have the same reasons and intelligence, giving students the freedom to self-actualize (Muhammad, 2020).

Research by Khaeruddin Said, 2023 with the title implications of humanistic educational thinking on learning practices in the digital era, the results of research Humanistic learning theory is able to answer global challenges both positive and negative. The humanistic flow directs to increase self-potential and intelligence so that educators can make whole human beings. The implications of humanistic education thinking for learning practices in the digital era are as follows First, the Importance of Individualization: Humanistic educational thinking emphasizes the importance of understanding and respecting the uniqueness of each student. In the digital era, this approach can be translated into personalized learning by using technology to provide materials tailored to individual ability levels, interests, and learning styles. Second, Empathy and Engagement: In humanistic education, teacher empathy and engagement in teaching are highly valued. Technology can be used to facilitate interaction between teachers and students, allowing teachers to better listen and respond to individual student needs, even in distance learning. Third, Collaborative Learning: Although humanistic approaches often emphasize individual development, collaborative learning remains relevant. In the digital age, students can work together online on group projects, share knowledge, and build social skills through collaborative platforms. Fourth, Satisfying Learning Experiences: Humanistic approaches value students' subjective experiences. In digital learning, well-designed tools and platforms should prioritise a satisfying user experience, making learning more engaging and motivating. Fifth, Student Independence: The concept of independence in humanistic educational thinking remains

relevant. In the digital age, students can learn to manage their time, take initiative in independent research and exploration, and develop problem-solving skills. Sixth, Emphasis on Personal Development: Humanistic education places emphasis on personal growth and character development. Digital technologies can be used to support the development of character and social skills, and allow students to undergo immersive experiences in learning. Seventh, Holistic Evaluation: Assessment in humanistic education tends to be more holistic, taking into account the development of the whole student. Technology can be used to collect data that includes non-academic aspects such as social and emotional skills. Eighth, Monitoring Student Progress: The digital age allows real-time monitoring of student progress through data and analysis. Teachers can use this information to provide additional support or adjust instruction as needed. In conclusion, humanistic educational thinking can be a valuable guide in designing and implementing learning in the digital age. This approach emphasizes respect for the individual, personal development, and teacher involvement in guiding students towards better growth, which is still relevant in an information and communication technology-supported learning environment. (Said, 2023).

Farah, et al 2023 implementation of humanistic learning theory in learning and character building of children, Humanistic learning theory is able to answer global challenges both positive and negative. The humanistic school directs to increase self-potential and intelligence so that educators can make whole human beings. In the learning process, educators provide guidance that positively liberates students so that values or norms are accepted kaffah, providing information about positive behavior and negative behavior that should not be done. Humanistic learning theory emphasizes educators as facilitators, who only direct students to learn well, increase student learning motivation, and liberate positively in learning activities. Based on the results of research, humanistic learning theory is able to improve students' academic abilities in the fields of mathematics and language, as well as stimulate students' critical thinking and creativity (Kamelia et al., 2023).

Sa'Odah and Sapriya, with the title of the perspective of the elementary school civic education curriculum in the digital era, in 2020. The results of the research conducted are known Professional teachers in the digital era are teachers who carry out their professional duties based on digital technology, the use of digital technology can be carried out by teachers in teaching and learning activities, administrative services, assignments and evaluations. For this reason, teachers' mastery of systems, websites and tools must be provided in a complete and sustainable manner. The existence of digital technology can partially replace or assist the role of the teacher, especially in the teaching aspect which is based on the transfer of knowledge and technology and skills, but cannot replace the role of the teacher as an educator, who is tasked with shaping character, mentality, personality, attitudes and *tabi'at* through instilling noble values, based on religion and noble cultural values carried out with love, through exemplary, guidance, training, habituation. The education in question must touch all domains of knowledge, attitudes and skills. The curriculum and educational methods must adapt to the increasingly competitive business and industrial climate. Moreover, there is currently a phenomenon of industry 4.0 in various sectors. For this reason, some of the uses of industrial technology 4.0 absolutely must be known and learned. Because good education is education that is able to see the surrounding developments and is able to accept or adapt to the changes around it. In short, education must have a basis in science and technology. (Odah & Sapriya, 2023)

Discussion

Humanistic is a theory of learning that is based on human psychology, in the learning programme humanistic learning is very minimal in implementation, while axiology is a branch of philosophy that emphasizes a person's ability to implement his knowledge in the field, in the 21st century today the teacher is the spearhead of the success of an education programme designed by the education unit. Education today no longer emphasises how learners should become someone in accordance with learning objectives, humanistic learning based on axiology should be able to see and guide the learner to grow or develop, as stated by Odah, 2023 The existence of digital technology can partially replace or assist the role of the teacher, especially in the teaching aspect which relies on the transfer of knowledge and technology and skills, but cannot replace the role of the teacher as an educator, who is tasked with shaping character, mentality, personality, attitudes and tabi'at through instilling noble values.

Axiology, as an ethical philosophy, views digital learning as an activity that has value and is based on ethics. Digital learning can have positive value as a tool to expand learning, facilitate communication, and improve learning quality. However, it can also have negative values as a tool for plagiarism, reducing the role of teachers, and increasing time consumption.

Digital learning can help develop various competencies needed in the digital era, such as digitale competency, information competency, and collaboration competency. However, it should also be noted how digital learning can create an imbalance between the time needed for online and offline learning. Ethics in digital learning include aspects such as privacy, data security and system resilience. Users should be aware of how their data is used and stored by digital learning platforms. Teachers must maintain system resilience and ensure the security of their students' data.

Axiology also argues that digital learning should be organized in a context that reflects the values desired by society and institutions. Digital learning should be organized in a way that respects local social and economic circumstances. Users should know how they can use technology to meet their needs in learning, without overstepping necessary boundaries. Teachers must understand how technology can support learning effectively and efficiently. Axiology also views digital learning as a process that is judged by its outcomes. The desired outcome is improved learning quality and student performance. Users and teachers should assess the results periodically and make improvements if needed. Finally, axiology views digital learning as an activity that has both positive and negative values, and must be conducted with ethics and academic precision. Users and teachers must maintain academic integrity in digital learning and do so in a way that reflects the values desired by society and the institution.

Humanistic values in digital learning are important aspects that need to be considered to achieve effective and organized learning. Here are some humanistic values that can be used as reference in digital learning: 1) Ethical Awareness: Digital learning should pay attention to ethical awareness, such as the use of data privacy, data integrity, and awareness about data resilience. Teachers and students should know how to use technology properly and cleanly. 2) Critical Awareness: Digital learning should build critical awareness in exploring information and generating knowledge. Students should be taught to be able to check the source of information and determine whether the information is true or not. 3) Creative Consciousness: Digital learning should build creative awareness in using technology to generate new ideas and solutions. Students should be assessed to be able to use technology to produce unique and different outcomes. 4) Communicative Awareness: Digital learning

should build communicative awareness in using technology to contact others and receive information. Students should be assessed to be able to use technology to contact others properly. 5) Collaborative Awareness: Digital learning should build collaborative awareness in using technology to cooperate with others. Students should be assessed to be able to use technology to cooperate with others effectively and efficiently. 6) Reflexive Awareness: Digital learning should build a reflexive awareness of using technology to generate evolving and developing knowledge. Students should be assessed to be able to use technology to produce knowledge that evolves and develops continuously. 7) Social Awareness: Digital learning should build social awareness in using technology to understand human interactions and various forms of social communication. Students should be assessed to be able to use technology to understand human interactions and various forms of social communication effectively and efficiently. 8) Emotional Awareness: Digital learning should build emotional awareness in using technology to generate empathetic and benevolent knowledge. Students should be assessed to be able to use technology to generate empathetic and benevolent knowledge on an ongoing basis.

Conclusion

The results of the study conducted by the researcher can be concluded that the transformation of education: technological axiology and humanistic values in digital learning refers to how a teacher applies his knowledge to students based on his professional values as a teacher, such as ethical awareness, critical awareness, communicative awareness, collaborative awareness, reflection awareness, social awareness and emotional awareness. Educational transformation that combines technological axiology and humanistic values in digital learning is a positive step to form a generation that is technologically intelligent and also equipped with strong human values. This kind of education is expected to create individuals who are able to face future challenges wisely and contribute positively to the global community.

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