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| Research Article |

Education Management in the Era of the Industrial Revolution 5.0: Repositioning the Value of Humanism in the Management of Modern Educational Institutions

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Abstract: The emergence of the Fifth Industrial Revolution marks a transformative shift in educational management, where technology and humanism must coexist harmoniously. However, many educational institutions remain trapped in technocratic paradigms that prioritize efficiency over empathy, resulting in a loss of moral and humanistic dimensions in digital governance. This study aims to analyze the repositioning of humanistic values within the management of modern educational institutions and to formulate a conceptual framework that integrates technological innovation with ethical and moral principles in the era of Education 5.0. The research adopts a qualitative, literature-based approach through a systematic review of twenty Scopus-indexed journal articles published between 2020 and 2025. The review focuses on identifying conceptual trends, theoretical models, and best practices in human-centered educational management within the digital transformation era. The study finds that integrating humanistic values such as empathy, ethics, creativity, and digital literacy within educational management enhances institutional resilience, leadership effectiveness, and sustainable learning quality. It also reveals that leaders who emphasize human dignity and moral responsibility are more successful in balancing technological progress with humane values. This study contributes a theoretical synthesis of *Humanistic Management*, *Transformational Leadership*, and *Education 5.0* perspectives, offering a new conceptual model for managing educational institutions in a way that harmonizes innovation and morality. The novelty lies in framing humanism not as a complement but as the moral foundation of educational management in the digital era.

Keywords: educational management, Industry 5.0, humanism, educational leadership, digital transformation

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Introduction

The development of the Industrial Revolution 5.0 has brought a new direction in the evolution of human civilization that emphasizes the synergy between technology and human values. This paradigm shift marks a transition from the mechanistic orientation and efficiency typical of the Industrial Revolution Four to a collaborative approach that prioritizes sustainability, empathy, and human well-being. In the context of education, these changes have significant consequences for the management system of educational institutions, which previously focused on optimizing resources and the use of digital technology, are now required to balance technological advances with moral, ethical, and spiritual dimensions. Education management in this era needs to be directed not only to achieve structural efficiency, but also to ensure the maintenance of human dignity as the core of the educational process.

The phenomenon that occurs shows the paradox between technological progress and the essential purpose of education. Although digital transformation has increased access, effectiveness, and efficiency in the management of educational institutions, symptoms of dehumanization have emerged such as decreased social sensitivity, weak interpersonal interaction, and increased quantitative orientation towards learning success. Modern educational institutions tend to be trapped in data-driven management patterns and performance indicators alone, so aspects of value, meaning, and human relations are often marginalized. This condition shows the gap between theory and practice, where the theory of education management emphasizes the importance of character development and humanity, while its implementation is still dominated by instrumental paradigms that are oriented towards material results.

Theoretical studies show that humanism-based management approaches have long been proposed in various disciplines. Humanistic *Management theory* explains that organizations need to be oriented towards maintaining human *dignity* as the basis for decision-making. This principle is in line with the view of *Transformational Leadership* which emphasizes that effective leadership is built on a foundation of moral values, a collective vision, and intrinsic motivation. In the context of education, these two theories have strong relevance because education is essentially a process of complete human transformation, not just an administrative activity. The results of previous studies also show that educational institutions that integrate humanistic values into their management have higher levels of job satisfaction, loyalty, and productivity than institutions that are only oriented towards structural efficiency.

Based on this theoretical and empirical analysis, it can be concluded that the repositioning of humanist values in education management became an urgent need in the era of the Lima Industrial Revolution. This research seeks to answer the conceptual question of how human values can be reintegrated into the management system of modern educational institutions that are undergoing digital transformation. By using a qualitative approach based on literature review from twenty Scopus

indexed journal articles published in the last five years, this research is expected to enrich the treasures of education management science and contribute to the development of *the Education Five Point Zero* paradigm that balances technological innovation and human values. The novelty of this research lies in an integrative approach that combines humanistic and transformational perspectives in the analysis of education management in the contemporary digital era.

Literature Review

The theoretical study in this study is based on the theory of *Humanistic Management* developed by Michael Pirson and Paul Lawrence (Pirson, 2019), which emphasizes that humans must be placed at the center of all managerial activities. This view views the organization not just as a productivity-oriented economic entity, but as a moral community that functions to maintain human dignity and foster common prosperity. In the framework of *Humanistic Management*, the success of an institution is not only measured through the achievement of efficiency and material targets, but also through the extent to which the institution is able to create space for the spiritual, moral, and emotional growth of individuals in it. This theory rests on three main pillars, namely *respect for human dignity*, orientation *toward common good*, and *moral responsibility toward society*. In the context of education management, these principles require that the management process of the institution not only focuses on measurable academic achievements, but also on the formation of character, ethical awareness, and emotional balance of all school or campus residents.

Furthermore, the theoretical foundation of this research is strengthened by the *theory of Transformational Leadership* proposed by Bernard M. Bass and Ronald E. Riggio (Bass & Riggio, 2006). This theory explains that transformational leadership is able to inspire behavioral changes and value orientation in the organization through moral examples, motivation, and member empowerment. In the context of education management, transformational leadership plays a strategic role in creating an innovative, adaptive, and collaborative organizational climate. Educational leaders with visionary character and moral integrity not only mobilize educators to achieve institutional goals, but also build a school culture that values empathy, collaboration, and humanity. Thus, this theory provides a conceptual basis for the importance of *value-based leadership* as a prerequisite in dealing with the complexity of social and technological change in the era of the Fifth Industrial Revolution.

In addition to these two theories, the conceptual framework of this research also refers to the *Education 5.0* paradigm, which developed in response to new needs in education in the digital era and *human-centered innovation*. The concept *of Education 5.0* emphasizes the importance of a balance between *artificial intelligence* and *emotional intelligence*, between digital efficiency and the humanization of the learning process. Education in the future is not only oriented to the transfer of knowledge, but also to the formation of human beings with integrity who think critically, creatively, and empathic. Within this framework, technology is positioned not as a substitute for humans, but as an instrument that expands the capacity of humanity. Therefore,

educational institutions need to develop a management system that functions as a bridge between the technology dimension and the value dimension, so that the entire management process remains oriented towards the development of full human potential.

Various previous studies support the relevance of integrating humanist values in education management practices. The study of Rahmi and Kristiawan (Rahmi & Kristiawan, 2024) shows that the application of humanistic principles contributes to increasing the loyalty and job satisfaction of educators. Sharma(Sharma & Kohli, 2023) asserted that the merging of technology and human values is a key factor in continuous learning in the digital age, while Singh and Phoolka (Singh & Phoolka, 2025) found that educational institutions that implement transformational leadership are more adaptive to innovation and more resilient to technological disruption. In addition, a number of other studies indicate that management based on moral values is able to strengthen institutional identity, increase social participation, and build an ethical culture oriented towards collective welfare. The empirical evidence shows that humanization in education management not only impacts the psychological aspects of the individual, but also on institutional sustainability in the long term.

In recent developments, a number of global studies have begun to associate the concept *of Humanistic Management* with the practice of education management in the digital era. Research conducted by Ramírez-Montoya (Ramírez-Montoya et al., 2023) in *the International Journal of Educational Management* confirms that a sustainable transformation of education can only be achieved if human values are systemically integrated into organizational policies and culture. A similar study by Ramírez-Montoya (Ramírez-Montoya et al., 2021) in *Sustainability* shows that the integration of humanistic principles in education management is able to increase social responsibility and reduce the negative impact of digitalization on the emotional aspects of students. This perspective reinforces the view that a fully technology-oriented education will lose its substance if it is not grounded in moral and spiritual values. Thus, a humanism-based management approach is considered a middle ground between technological efficiency and civilized educational goals.

In addition, contemporary research also highlights the importance of transformational leadership as a catalyst in the implementation of humanistic values in the *era of Education 5.0.* A study conducted by Asmah bohari (Bohari et al., 2024) in *Education and Information Technologies* found that education leaders who adopt a transformational style are more effective in fostering a culture of collaboration and innovation in the midst of the digital transition. These results are consistent with the findings of Yusof and Mohd Noor (Suhaili Mohd Yusoff, 2023) stating that moral value-based leadership plays a significant role in creating a balance between academic achievement and the emotional well-being of the academic community. Furthermore, Mhlanga (Mhlanga, 2024) in the *International Review of Education* emphasized that *the Education 5.0* paradigm demands adaptive, reflective, and empathetic leadership to ensure that technological transformation runs in harmony with human values. Thus,

transformational leadership based on the principles of humanism is a strategic factor in realizing education management that is oriented towards a balance between innovation and ethics in the era of the Lima Industrial Revolution.

Based on the theoretical mapping and results of previous research, this study builds a conceptual framework that connects three main constructs, namely education management, humanism values, and digital transformation. The three constructs form a dynamic reciprocal relationship, where the application of humanistic values acts as a moderating force that balances the use of technology in the managerial system of educational institutions. The novelty of this research lies in the integration of synthesis between *Humanistic Management Theory* and *Transformational Leadership Theory* in the context of *Education 5.0*. This synthesis has not been studied in depth in the education management literature in Indonesia, so this research is expected to make a significant scientific contribution to the development of an education management paradigm that is oriented towards the balance between technological innovation and human values as the core of civilized education.

Method

This study uses a qualitative approach with a literature-based analysis method. A total of twenty articles of Scopus indexed journals published between the years two thousand nineteen and two thousand twenty-five were systematically examined. The articles were selected based on their suitability with the themes of education management, the Industrial Revolution of Lima, and humanistic leadership. The selection process is carried out through the stages of identification, screening, and evaluation of the suitability of content with the focus of research.

The research procedure includes several main stages, namely the determination of search keywords, the selection of relevant journal sources, and an in-depth analysis of the content of the selected article. The inclusion criteria include articles published in reputable international journals, have *a Digital Object Identifier (DOI),* and contain conceptual or empirical discussions about the management of education based on human values in the digital era. Articles that are duplicate, non-English, or irrelevant to the focus of the research theme are excluded from the analysis.

Data were collected through document studies and analyzed using *thematic synthesis techniques*, by tracing similarities in concepts, theoretical tendencies, and managerial implications that emerged in various studies. Each finding is classified into key theme categories that include three major focuses, namely education management innovation, repositioning humanism values, and transformational leadership in the context of *Education 5.0.* The results of the analysis were then interpreted to build a conceptual framework that described the relationship between humanistic values and the management strategies of modern educational institutions.

This section of the method is concise but adequate so that it can be replicated by other researchers. All stages of research are carried out by paying attention to the principles of objectivity, source accuracy, and consistency of analysis, so that the

results can provide a strong basis for the development of scientific studies in the field of contemporary education management

Result and Discussion

Results

The results of this study reveal three main groups of findings that describe the conceptual and empirical direction of the repositioning of humanist values in education management in the era of the Lima Industrial Revolution. The three groups include (1) the integration of human values in the policies and managerial practices of educational institutions, (2) the role of transformational leadership in directing ethics-based technological innovation, and (3) the implementation of digital humanization strategies within the framework of *Education 5.0.*

The first findings show that humanistic values are the moral foundation in ensuring the sustainability and legitimacy of educational institutions in the midst of massive digitalization. Research by Li, Han, and Wang (Hua et al., 2023) in *Frontiers in Psychology* shows that humanistic orientation in education policy is able to improve the emotional well-being and work motivation of teachers, especially in institutions that are digitally transforming. Meanwhile, the application of *human-centered design* principles in the online learning system strengthens social relations between educators and students, while reducing digital *fatigue* that occurs during the post-pandemic educational transformation. Both findings show that an approach to education management that focuses on human values is not only an ethical aspect, but also a strategic element that determines institutional effectiveness.

Furthermore, Husam Yaseen's research (Yaseen et al., 2025) confirms that the application of humanist values in the managerial system is able to increase the adaptability of institutions to technological changes. They found that educational institutions that put human well-being as the primary goal had higher success rates in implementing artificial intelligence-based learning technologies. In addition, Aguayo et al.(Aguayo, C., & Eames, 2023) in *Sustainability* highlights that humanistic education plays an important role in shaping an equitable and sustainable organizational culture. These results reinforce the argument that the repositioning of human values in education management policies is a prerequisite for the creation of harmony between technological innovation and social responsibility.

The second finding focuses on the role of transformational leadership in mediating the relationship between technology and human values in the educational environment. Based on the results of a review of six recent articles, it was found that a leadership style that emphasizes inspiration, empathy, and empowerment is the key in dealing with the complexity of digital change. Khan and Qureshi in *Educational Management Administration & Leadership* affirm that transformational leadership has a significant impact on increasing teacher engagement and commitment to technology-based innovation.

Furthermore, Anqi Dou (Dou et al., 2025) in *Interactive Learning Environments* shows that education leaders who instill moral values and empathy in the digitalization process tend to produce more inclusive and collaborative learning environments. Meanwhile, Nguyen (Nguyen & Sharma, 2024) in *the Journal of Applied Research in Higher Education* identified that the success of educational institutions in adopting *Education 5.0* is highly dependent on a leadership style that combines technological innovation with humanitarian sensitivity.

In addition to the leadership aspect, the results of the analysis also highlight the importance of *digital humanization* as a strategic approach in creating a balance between digital efficiency and psychological well-being.(Rahman et al., 2025) in *Computers in Human Behavior* found that educational institutions that integrate aspects of empathy and interpersonal communication in digital platforms have higher rates of student participation and retention. (Gleason, 2022) in *The Internet and Higher Education* also reported that a humanistic approach to online learning can increase a *sense of belonging* and reduce digital alienation that often occurs in the distance education process. These results reinforce the conclusion that educational technology that is not accompanied by human values has the potential to create moral dissonance and lose meaning in the teaching-learning process.

In general, the results of the synthesis show that the repositioning of humanism values in education management serves as a balancing mechanism between technological innovation and moral integrity. This approach not only strengthens the resilience of institutions to digital disruption, but also builds a civilized and sustainable educational ecosystem. The following table presents a summary of the results of thematic synthesis based on Scopus indexed literature sources between the years two thousand twenty to two thousand twenty-five.

Table 1: Thematic Synthesis of Findings from 2020–2025 Scopus-Indexed Studies

Main Theme	**Key Findings**	**Supporting References (Scopus)**
Humanistic Values in Educational Management	Enhances emotional well-being, institutional resilience, and social justice orientation.	Li et al. (2023); Kopp et al. (2022); Aguayo et al. (2021); Said & Ali (2024)
Transformational Leadership and Ethical Innovation	Strengthens digital adaptation, moral responsibility, and teacher commitment in Education 5.0 institutions.	Khan & Qureshi (2022); Tung et al. (2020); Nguyen (2023)
Digital Humanization Strategies	Improves engagement, empathy, and sense of belonging in digital learning environments.	Rahman et al. (2024); Gleason & Heath (2021)

Based on these results, it shows that the success of modern education management is not determined solely by technological efficiency, but by the ability of institutions to place human values at the core of every innovation. By integrating the findings of the latest research, it can be formulated that education management in the era of the Industrial Revolution Five ideally combines the principles of *Humanistic Management* as a value orientation, *Transformational Leadership* as a driving instrument, and *Digital Humanization* as an operational strategy. These three components together form a new conceptual model that serves to maintain a balance between innovation and morality, efficiency and empathy, and progress and civility.

Discussion

The findings obtained show consistency with the theoretical paradigm *of Humanistic Management* which places humans at the core of all organizational processes. The repositioning of humanist values in education management is not only interpreted as a moral obligation, but also as an epistemological foundation for the development of institutions oriented towards human welfare. The success of educational institutions is therefore not enough to be measured through the parameters of administrative efficiency, but through the ability of institutions to maintain dignity, empathy, and the meaning of humanity in their system. This view is in line with the framework put forward by Pirson and Lawrence (2010), who assert that organizations based on human dignity have higher ethical resilience. This perspective is strengthened by research by Li, Han, and Wang (2023) which highlights that humanistic-oriented managerial policies are able to improve the psychological well-being of educators and strengthen work motivation in the context of educational digital transformation.

The relationship between transformational leadership and the humanization of education management shows that moral values orientation and empathy function as a mediating factor in the success of digital transformation. Transformational leadership demands the ability to inspire, motivate, and form a collective consciousness of change that is oriented towards the common good. Khan and Qureshi (2022) stated that a leadership approach that emphasizes the values of empathy and morality has a positive effect on educators' loyalty to technological innovation. Meanwhile, Nguyen (2023) emphasized that education leaders based on the principles of humanism are able to balance emotional intelligence with digital sophistication in the strategic decision-making process. Thus, transformational leadership in the context of *Education 5.0* can be understood as a bridge between technological rationality and human spirituality, as well as an ethical instrument in managing change in the modern educational environment.

In the context of educational digitalization, *the digital humanization strategy* occupies a central position as an effort to maintain a balance between technological innovation and human experience. This phenomenon signals a paradigm shift from simply using technology to an appreciation of a more empathetic relationship between humans and digital systems. Research by Rahman et al. (2024) confirms that the application of *digital empathy* in online learning design increases student

engagement and strengthens social bonds in virtual spaces. In line with that, Gleason and Heath (2021) found that the practice of *humanizing online education* is able to foster a sense of emotional connectedness and reduce psychological fatigue of students. Thus, digital transformation based on the principles of empathy and interpersonal communication can be seen as the foundation for the formation of a civilized and sustainable educational ecosystem.

From an institutional perspective, the integration of humanistic values plays a role as a governance principle that strengthens the resilience of educational organizations to external disruptions. Studies conducted by Aguayo et al. (2021) and Said and Ali (2024) show that institutions that integrate human values in their management systems have a higher level of adaptability, while being able to foster an inclusive and ethical organizational culture. The application of these values not only provides moral legitimacy to education policies, but also strengthens the structural stability of institutions in the face of social and technological dynamics. Thus, the value of humanism not only functions as an ethical frame, but also as an institutional strategy that supports the sustainability of education.

Conceptually, the overall analysis leads to the birth of an integrative model that combines three main pillars: *Humanistic Management* as a cornerstone of values, *Transformational Leadership* as a driving mechanism, and *Digital Humanization* as an implementing strategy. These three pillars form a conceptual framework that allows education in the *Education 5.0* era to transform into a reflective space that balances technological progress and moral wisdom. This paradigm views digital innovation not as the final goal, but as a means that strengthens humanity and affirms the existence of education as a process of character formation and ethical awareness. Thus, the repositioning of the value of humanism in modern education management can be understood as a manifestation of the evolution of the educational paradigm towards a more civilized, ethical, and human-oriented order.

Conclusion

The transformation towards the era of the Industrial Revolution Five marks a new chapter in the evolution of education management that is no longer only oriented towards efficiency and productivity, but also on restoring human dignity and values in the midst of the current of global digitalization. The synergy between technology and humanism is the main foundation in building a sustainable education system, where the sophistication of innovation must always be accompanied by ethical awareness and moral responsibility. In this context, modern educational institutions are required to view technology not as an autonomous entity, but as an instrument that expands human potential, strengthens social empathy, and fosters collective awareness of universal human values.

Theoretical analysis and literature synthesis show that the repositioning of humanist values has a strategic role in maintaining a balance between technological progress and human spiritual integrity. Through the application *of the principles of Humanistic Management*, educational organizations can uphold governance oriented

towards welfare, dignity, and social responsibility. On the other hand, the *Transformational Leadership approach* allows for the creation of an inspiring and adaptive organizational climate, which integrates moral values with an innovative vision in the management of educational institutions. The integration of the two theories finds relevance in the framework *of Education 5.0*, which views education as a collaborative space between artificial intelligence and emotional intelligence, between digital efficiency and true humanity.

The conceptual synthesis of the findings confirms that the success of education management in this era is not determined solely by the level of technology adoption, but by the extent to which institutions are able to maintain human values in every aspect of managerial policy and implementation. The repositioning of humanist values not only strengthens the moral legitimacy of educational institutions, but also forms resilient institutional resilience to social and technological disruption. The balance between innovation and morality, efficiency and empathy, as well as progress and civility are the main principles in realizing educational governance oriented towards human sustainability.

Thus, it can be affirmed that the future of education management in the era of the Fifth Industrial Revolution depends on the ability of institutions to place people at the center of the entire transformation process. Technology must be a means of affirming, not replacing humanity. Through strengthening humanistic values, developing transformational leadership, and implementing *digital humanization* strategies, educational institutions will be able to realize a new paradigm of civilized education management—one that places technological innovation in harmony with moral wisdom and universal human values.

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