

THE ROLE OF TEACHERS AS VALUE, EMPATHY, AND CHARACTER BUILDERS IN THE ERA OF SOCIETY 5.0: A LITERATURE REVIEW ON CHALLENGES AND STRATEGIES FOR INTEGRATING HUMANITARIAN VALUES IN DIGITAL EDUCATION

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Abstract

Digital transformation in the era of Society 5.0 has brought fundamental changes in the world of education, demanding the role of teachers not only as conveyors of knowledge, but also as builders of values, empathy, and character of students. The integration of advanced technologies such as artificial intelligence, Internet of Things, and big data in the learning process presents new challenges, especially in maintaining and instilling human values amidst the swift flow of digital information. Teachers are faced with the need to balance the use of technology with the cultivation of moral values, empathy and character, so that students are not only intellectually capable, but also emotionally and socially mature. This research uses a literature study method with a qualitative approach to examine the role of teachers, the challenges faced, and strategies for integrating human values in digital education. The results show that strengthening humanist digital literacy, integrating digital ethics education in the curriculum, and collaboration between schools, families and communities are the main strategies in building a generation with strong character and high empathy in the era of Society 5.0.

Keywords: Teacher's Role, Human Values, Empathy, Character, Digital Education, Society 5.0

Introduction

The Society 5.0 era is a concept of a human-centered society based on advanced technology. This concept was first introduced by the Japanese government in response to the challenges and limitations of the Industrial Revolution 4.0, which emphasised economic efficiency and automation. Society 5.0 aims to create harmony between technological progress and the improvement of the quality of human life, not only in the economic realm, but also social and cultural (Bahiyah, 2022).

The digital transformation that occurs in the Society 5.0 era has touched all aspects of life, including education. Technologies such as artificial intelligence (AI), Internet of Things (IoT), big data, and robotics have become an integral part of the daily

activities of modern society. In the context of education, the integration of these technologies brings great opportunities and challenges for all stakeholders, especially teachers as the spearhead of the learning process (Haleem et al., 2022).

Education in the era of Society 5.0 is expected to be able to prepare human resources who are not only digitally literate, but also have strong character, empathy and human values. This is in line with the demands of the times that emphasise the importance of critical thinking competencies, creative, communicative, collaborative, and problem solving skills rooted in human values (Gerritsen & Sol, 2024).

Teachers as agents of change play a central role in fostering and instilling values, empathy, and character in students. In the midst of digitalisation and the swift flow of easily accessible information, teachers are required to not only master technology, but also be able to be consistent role models and value coaches. Teachers must be able to balance the use of technology in learning and instil human values (Judijanto & Aslan, 2025); (Purike & Aslan, 2025).

Digital learning transformation brings significant changes in learning methods and models. The learning process is no longer limited to physical classrooms, but can take place anywhere and anytime through digital devices. This requires teachers to continuously adapt and develop digital competencies in order to optimally utilise technology in learning (Komari & Aslan, 2025); (Firmansyah & Aslan, 2025a); (Firmansyah & Aslan, 2025b). However, behind the convenience that technology offers, there is a big challenge in maintaining and integrating human values in the digital education process. More virtual interaction has the potential to decrease empathy, reduce direct social interaction, and weaken character cultivation if not anticipated with appropriate strategies (Etukakpan, 2024).

Another challenge teachers face is students' increasing dependence on digital devices. Learners tend to be easily distracted by other applications during online learning, lack in-depth understanding of concepts, and have difficulty in solving problems independently. This demands teacher innovation and creativity in designing learning that is interesting, interactive and meaningful (Ramadhani, 2024).

The education curriculum must also continue to adapt to changing times. The Merdeka curriculum currently implemented in Indonesia emphasises the development of students' character, creativity, and digital literacy. However, the implementation of this curriculum still faces various obstacles, such as the lack of variety of learning media and the low utilisation of technology creatively by teachers (Aslan & Sidabutar, 2025); (Caroline & Aslan, 2025).

Optimising the use of technology in education must go hand in hand with strengthening character and human values. Teachers need to integrate digital literacy with character education so that students are able to utilise technology wisely, critically and responsibly. Strong character education is an important foundation in shaping a

generation that is not only intellectually intelligent, but also emotionally and socially mature (S. E. P. Astuti et al., 2023) .

The strategy of integrating human values in digital education requires the collaboration of various parties. Teachers, parents, and communities need to work together to create an educational ecosystem that supports strengthening students' character and empathy. Project-based learning, group discussions, and the use of digital media that emphasise social values can be an effective alternative strategy (Pamuji, 2024) .

Previous studies have highlighted the importance of the role of teachers in facing the Society 5.0 era, both in improving technological competence and in maintaining the relevance of human values in learning. However, more in-depth studies are needed on the specific challenges faced by teachers as well as innovative strategies that can be applied to integrate values, empathy and character in digital education (Sun et al., 2023).

Based on the description above, this research aims to comprehensively examine the role of teachers as builders of values, empathy and character in the era of Society 5.0, as well as identify challenges and strategies for integrating human values in digital education. This literature review is expected to contribute to the development of education that is relevant, adaptive, and remains rooted in noble human values amid the increasingly massive digitalisation.

Research Methods

The research method used in this study is a qualitative method with a library research approach (Eliyah & Aslan, 2025) . The research was conducted by collecting and analysing various relevant literature sources, such as books, scientific journals, and articles that discuss the role of teachers, character education, empathy, and challenges and strategies for integrating human values in the era of Society 5.0 in the context of digital education. The data obtained from the literature was then classified, analysed descriptively, and concluded to obtain a comprehensive picture of the role of teachers as value, empathy, and character builders, as well as the challenges and strategies faced in integrating human values in digital education (Baumeister & Leary, 2020) .

Results and Discussion

The Role of Teachers in Fostering Values, Empathy, and Character in the Era of Society 5.0

The Society 5.0 era marks a new chapter in human life, where advanced technologies such as artificial intelligence, the Internet of Things, and big data are deeply integrated into various aspects of life, including education. This transformation brings fundamental changes to the role of the teacher, who is no longer just a conveyor of knowledge, but also a builder of values, empathy and character of learners. Teachers

in this era are faced with the challenge of balancing the utilisation of technology and the cultivation of essential human values (Mambu, 2023) .

The role of teachers in fostering values is becoming increasingly important as technological advances have opened up vast access to information for students. However, not all information available in the digital world carries positive content. Teachers must be able to be a filter and guide so that students can sort out useful information and instil values such as honesty, responsibility, and integrity in every learning process. Thus, teachers act as guardians of morality in the midst of the swift flow of digitalisation (Ritonga, 2022) .

Empathy is one of the main values that teachers must foster in the Society 5.0 era. Increasingly virtual interactions have the potential to reduce students' social sensitivity and empathy. Teachers need to design lessons that encourage collaboration, group discussions, and social projects that involve direct interaction between students. Through this approach, students can learn to understand the feelings and needs of others, so that empathy continues to grow despite technological advances (D. S. Astuti & Sudrajat, 2020) .

The character of students in the digital era is not only formed through subject matter, but also through role models provided by teachers. Teachers must consistently demonstrate positive attitudes and behaviours, both in the school environment and in their digital footprint. This example becomes a real example for students in applying character values in everyday life, including in the wise and responsible use of technology (Rokhmawati et al., 2025) ; (Saputra et al., 2024) .

Teachers also act as learning facilitators that are adaptive to students' needs and potential. By utilising technology, teachers can create learning that is personalised, interactive and relevant to the real world. However, teachers still have to ensure that the use of technology does not reduce the quality of human interaction and the cultivation of noble values (Reski et al., 2024) .

A major challenge facing teachers is the increasing dependence of students on digital devices. Many students are more comfortable interacting through social media than in person, so their socialisation and empathy skills tend to decline (Qulsum, 2022) . Teachers must be creative in designing activities that encourage face-to-face interaction and teamwork, so that students still have good social skills. In addition, disparity in access to technology is also an obstacle in fostering values and character. Not all students have equal access to devices and internet networks, so teachers must be able to adjust learning strategies to remain inclusive and fair for all learners (Cahyono & Aslan, 2025) ; (Aslan & Rasmita, 2025) .

Teachers in the Society 5.0 era are required to continue learning and developing themselves, both in mastery of technology and in understanding human values. Training and professional development are key to keeping teachers relevant and able to face the

challenges of the times. Adaptive and innovative teachers will find it easier to foster students' values, empathy and character amidst rapid changes (Rismawati, 2023).

Character education in the digital era requires integration between digital literacy and human values. Teachers must teach students to use technology critically, ethically, and responsibly. Strong digital literacy will help students avoid the negative impacts of technology, such as the spread of hoaxes, hate speech, and unethical behaviour online (Sapdi, 2023).

Collaboration between teachers, parents and communities is essential in fostering students' values, empathy and character. Teachers cannot work alone, but need to build an educational ecosystem that supports character strengthening. Parents' involvement in the education process will strengthen the values instilled at school and ensure the consistency of character building at home (Audria et al., 2024). Teachers must also be able to become inspirers and motivators for students. By providing motivation and inspiration, teachers can generate enthusiasm for learning and shape the character of students who are resilient, creative, and have integrity. Teachers who are able to inspire will leave a positive imprint on students' lives (Sulastri et al., 2023).

In the midst of technological advances, teachers remain an irreplaceable figure in fostering values, empathy and character. Technology can help the learning process, but the human touch of a teacher is the main foundation in shaping a generation with character. Teachers must be able to utilise technology as a tool, not as a substitute for the main role in character education (Kumala et al., 2023).

The importance of multicultural education is also a concern in the Society 5.0 era. Teachers play a role in instilling an attitude of tolerance, respect for differences, and building harmony amid the diversity of cultures, religions, and social backgrounds of students. Multicultural education that is consistently implemented will shape the character of students who are inclusive and able to coexist peacefully in a pluralistic society.

Teachers must be able to integrate the values of Pancasila and local wisdom in learning. These values provide a strong moral foundation for students in facing the challenges of globalisation and digitalisation. By instilling the nation's noble values, teachers help students remain rooted in national identity amidst the current global changes (Santosa & Andrean, 2021).

Finally, the role of teachers in fostering values, empathy, and character in the era of Society 5.0 is a continuous and dynamic process. Teachers must continue to innovate, adapt and collaborate to create education that is relevant, humanist and characterised. With high commitment and dedication, teachers will be able to produce a generation that is not only intellectually intelligent, but also emotionally and socially mature, ready to face the challenges of the times with solid human values.

Challenges and Strategies for Integrating Human Values in Digital Education

The integration of human values in digital education is a big challenge as well as a strategic opportunity in the era of Society 5.0. Massive digital transformation has changed the pattern of interaction, learning, and character building of students. However, behind the easy access to information and technology, there are serious challenges in maintaining and instilling human values such as empathy, justice, and social ethics (Amaliati, 2020) . One of the main challenges is the rapid flow of information that does not always carry positive content. Learners are faced with a flood of information that is difficult to filter, potentially exposing them to hoaxes, hate speech and other negative content. This requires digital literacy skills that are not only technical, but also critical and ethical (Yuliani & Novita, 2022) .

The crisis of empathy is a real phenomenon in the digital space. Interactions that occur more virtually tend to reduce social sensitivity and the ability to understand the feelings of others. Social media often becomes a platform for hate speech, shaming, or consuming meaningless content, eroding human values. The gap between digital technical skills and people's ethical awareness is also a big challenge. Many internet users, including students, are not able to filter information, understand digital privacy, and apply ethics in interacting online. This is exacerbated by the low integration of digital ethics education in the formal curriculum (Fajrillah, 2024) .

Another challenge is excessive personalisation and individualisation due to technology. Learners tend to focus more on personal needs and preferences, so the values of mutual cooperation, collaboration, and social care are declining. A culture of hedonism and consumerism is also easy to grow in a digital environment. The incredible speed of information also makes learners tend to make decisions instantly without deep reflection. As a result, critical thinking skills and social responsibility become weak (Chandra et al., 2023) .

Strong character education is needed to balance cognitive and affective aspects in digital learning. The lack of direct social interaction is a challenge. Online learning and the dominant use of digital media reduce the opportunity for students to practice empathy, communication and cooperation in real life. This can have an impact on the formation of a less socially mature character. The gap in access to technology and digital literacy in various regions also widens the inequality gap. Not all students have adequate devices and internet networks, so the integration of human values in digital education has not been evenly and inclusively (Ahmadi et al., 2020) .

The strategy for integrating human values in digital education must start from strengthening humanist digital literacy. Digital literacy not only teaches technical skills, but also instils empathy, social responsibility, and ethical awareness in every digital activity (Suroso et al., 2021) .

Digital ethics education needs to be explicitly integrated in the curriculum at all levels of education. Teachers should be role models in the wise and responsible use of technology, and guide students to understand the social impact of every action online.

Value-based learning can be done through social projects, group discussions and case simulations that emphasise the importance of empathy, tolerance and justice. The use of digital media should be directed to strengthen positive interactions and collaboration between students. Collaboration between schools, families and communities is essential in building an educational ecosystem that supports the strengthening of human values (Hartika, 2025). Parents need to be actively involved in monitoring and guiding children's digital activities at home. Digital literacy campaigns and community literacy movements can be effective strategies to strengthen collective awareness of the importance of human values in the digital space. The government and educational institutions need to develop public policies that systematically regulate digital ethics (Pridayani & Rivauzi, 2022).

Finally, the development of an educational curriculum that integrates digital literacy and character education is key. The curriculum must be responsive to social and technological dynamics, and be able to form a generation that is intellectually intelligent, emotionally mature and has strong character. With the right strategy and cross-sector collaboration, the challenge of integrating human values in digital education can be overcome. Humanist digital education will give birth to a generation that is not only technologically literate, but also civilised, inclusive, and ready to face the complexities of the Society 5.0 era.

Conclusion

The role of teachers as builders of values, empathy and character in the era of Society 5.0 is becoming increasingly central in the midst of massive digitalisation. Teachers are not only tasked with transferring knowledge, but also becoming role models and facilitators in instilling human values to students. Through moral modelling, habituation, and adaptive learning approaches, teachers play an active role in guiding students to be able to sort out information, develop empathy, and build strong character and integrity amidst easy access to technology.

The main challenges faced by teachers in digital education include the rapid flow of information that is not always positive, the crisis of empathy due to virtual interaction, and the gap in access to technology in various regions. In addition, excessive personalisation and lack of direct social interaction can hinder students' character building and human values. Teachers must also face the challenge of integrating digital ethics and moral literacy into a curriculum that is relevant to the needs of the times.

Strategies that can be applied to overcome these challenges include strengthening humanist digital literacy, integrating digital ethics education in the

curriculum, and collaboration between schools, families and communities. Teachers need to be role models in the wise and responsible use of technology and utilise digital media to strengthen positive interactions and collaboration. With the right strategy and cross-sector collaboration, humanist digital education can be realised, so that the younger generation is not only technologically proficient, but also has strong character and high empathy.

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