

THE PHILOSOPHY OF EDUCATIONAL MANAGEMENT: FINDING A NEW DIRECTION FOR SCHOOL LEADERSHIP IN THE ERA OF DISRUPTION

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ABSTRACT

The era of disruption has brought significant changes to educational management systems and demands school leadership that is adaptive, reflective, and grounded in philosophical values. However, the practical orientation of education has often overlooked the philosophical foundations that should guide thinking and strategic decision-making in educational leadership. This study aims to examine the essence of the philosophy of educational management as a conceptual basis for an adaptive school leadership model in the disruption era. This research employs a qualitative approach using the library research method. Data were obtained from books, national and international scholarly journals, and educational policy documents relevant to the theme of the philosophy of educational management. The data were analyzed through three stages: data reduction, data presentation, and reflective conclusion drawing using ontological, epistemological, and axiological approaches. The findings indicate that the philosophy of educational management functions as a conceptual framework that guides school principals in understanding the nature of human beings, knowledge, and values in leadership practice. The integration of these three philosophical dimensions produces a reflective leadership model that emphasizes a balance between managerial rationality, morality, and spirituality. The results affirm that the philosophy of educational management can serve as a foundation for school leadership that is oriented toward humanity and value transformation amid technological and social change. The implications of this study highlight opportunities for developing value-based leadership models to address the complexities of the disruption era.

Keywords: Disruption Era; School Leadership; Philosophy of Educational Management; Adaptive Leadership.

INTRODUCTION

The development of the modern era characterized by technological revolutions, intensified globalization, and rapid socio-cultural changes has created new challenges and opportunities in the field of education. The term disruption era is often used to describe a condition in which changes (in technology, the labor market, and society) occur at high speed, requiring swift adaptation from various institutions, including educational organizations. In the school context, leaders (principals or those in charge of the institution) are required not only to maintain managerial routines but also to undertake proactive transformations to ensure that schools remain relevant, effective, and adaptive (Halim et al., 2025).

The philosophy of educational management is essentially a deep reflection on the foundations, objectives, and direction of educational administration. It does not merely concern managerial techniques but also encompasses the realms of values, morality, and wisdom that underlie educational actions. According to Tisnawati et al. (2024) in *JMKSP (Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan)*, philosophy comprises three main dimensions in educational management: ontology, epistemology, and axiology. Ontology explains the nature of education and the human being as its subject; epistemology examines the ways in which knowledge is acquired in managing education; while axiology guides how educational management should be applied ethically and for the benefit of humanity.

According to (Rahmi & Kristiawan, 2024), educational management grounded in a humanistic philosophical approach places the human being at the center of the entire educational process. A school is not merely an administrative institution but also a space for character formation and the cultivation of human values. Therefore, school leaders must possess philosophical awareness so that every policy they formulate is not only technically efficient but also morally meaningful.

Meanwhile, Fansori et al. (2024) in *Fikroh* explain that the philosophy of educational management from an Islamic perspective is rooted in the values of tawhid, justice, and consultation (shura). A school principal or educational leader must view their role as a moral trust (amanah) to enhance the intellectual life of the nation with the intention of worship. These spiritual principles serve as the foundation for the ethics of Islamic educational management.

In the global context, school leadership in the disruption era requires a philosophy that is both reflective and adaptive. Educational leaders must become learning leaders not merely directing others, but also learning and adapting alongside teachers and students. Leadership grounded in reflective values demands the capacity for critical thinking, openness to change, and a prioritization of collaboration.

The concept of the school as a learning organization is also described by Qutoshi & Rajbhandari (2019) in the *Journal of Education and Research*. They emphasize that the philosophy of a learning organization requires all school members to continuously develop themselves, reflect, and learn from experience. The principal must serve as a facilitator of learning who fosters a climate of lifelong learning across the entire school community.

In the Indonesian context, Kamaludin (2022) in the *International Journal of Education and Humanities* explains that school principals in the disruption era must act as opinion leaders who influence the direction of cultural change within the school. Through effective communication and values-based leadership, principals can build collective awareness to embrace innovation without losing moral identity.

Rachmadani & Ahmad (2025) in *FOUNDASIA: Journal of Educational Philosophy* add that the philosophy of educational policy must integrate both global and local values. Policies rooted in cultural and spiritual values are more relevant within Indonesia's multicultural context. Thus, the philosophy of educational management becomes not only a moral guide but also a source of social innovation.

On the other hand, educational management as a field of study and practice contains technical elements planning, organizing, monitoring, and evaluation yet it also requires a strong philosophical foundation: the essential purpose of education, the values underlying educational processes, and the epistemological understanding of how management should be carried out within the context of humans and organizations. Consequently, there is a need to examine the philosophy of educational management as a reflective foundation that enables school leaders to find new directions for leadership in the disruption era directions that are not only efficient but also value-driven and capable of initiating sustainable change.

National studies indicate that the philosophy of educational management plays a significant role in shaping school leadership in the disruption era. For instance, research by Muhibburrohman et al. (2023) highlights that philosophy is not merely a technical managerial framework, but an independent discipline that must serve as the foundation for school leaders in formulating meaningful visions, strategies, and policies.

Several national studies assert that school leadership within the context of school-based management is a crucial factor in improving education quality. For example, the study *Leadership in School-Based Management* found that transformational, visionary, and transactional leadership styles are closely related to the effectiveness of School-Based Management (SBM) (Miftahul Jannah, Pramulia, & Ilham Farid, 2023). Likewise, the article *Educational Leadership in the Disruption Era* states that the disruption era and school leadership exhibit dynamics that are both contradictory and interdependent requiring leaders to possess the character and competence necessary to respond to rapid changes (Maulana et al., 2021).

However, most studies still focus on leadership and technical management aspects, while the philosophical dimension of management which addresses the fundamental understanding of what educational management is and why it is carried out has not received proportional attention. A study titled *An Axiological Review of Islamic Educational Management Philosophy*, for example, highlights how values (axiology) form an important element in Islamic educational management, yet the context of the disruption era is not explicitly discussed (Maulana et al., 2023). Similarly, the article *Developing the Philosophy of Science in Management in the Digitalization Era* stresses the need for philosophical development in digital-era management, though it focuses more broadly on management and religious education (Alicia Hanna Fadilla et al., 2025).

Given this background, the present study aims to fill the gap between philosophical thought in educational management and actual school leadership practices amid the wave of disruption. This research seeks to explore the essence of the philosophy of educational management and determine how school leaders can discover new directions in their leadership to meaningfully navigate the changes of the era (Collins et al., 2021).

Furthermore, the literature examining educational human resource management in the disruption era underscores that teachers, as key actors in education, face challenges such as low digital literacy, limited access to training, and weak digital cultures within schools. This indicates that educational management must incorporate strategies for human-centered and technological development simultaneously (Elfrianto & Purnama, 2025).

Similarly, studies on digitalization-based educational institution management note that the pandemic and technological disruption have forced schools to adapt rapidly, utilizing information and communication technology (ICT) as the primary medium of service, yet often without a strong philosophical foundation or a clearly conceptualized leadership direction (Hermawansyah, 2021).

Moreover, reviews of works on philosophy in educational management show that philosophy is not a discipline separate from education or management, but rather the foundational body of thought that encompasses both education and educational management. As an analytical tool, philosophy enables critical reflection on the concepts, theories, and practices of educational administration (Rachlan, 2019).

Based on these studies, there emerges a need to integrate philosophical understanding of educational management with school leadership practices capable of responding to the disruption era. Thus, the new direction required is not merely technical or administrative, but ethical, value-driven, visionary, and contextually aligned with the changes of the era.

The main challenges that underscore the urgency of this research include:

1. The Rapid Advancement of Technology and Digital Disruption

The disruption era is characterized by a leap in digital transformation that reshapes learning processes, social interactions, and the organizational structure of educational institutions. Schools face pressure to adapt quickly by adopting digital platforms, revising curricula, strengthening digital literacy among students and teachers, and reassessing managerial processes to remain relevant. National studies have identified that ICT management in schools has not yet fully developed a robust digital culture (Salim et al., 2023).

2. Environmental Uncertainty and Social Complexity

Disruption is not only about technology but also about socio-cultural changes, globalization, and increasing competition among educational institutions. Schools must be able to survive amid uncertainty, adjust strategies, and build adaptive capabilities at both organizational and individual

levels. Research on strategic management in primary schools notes that service innovation, human resource competencies, and digitalization are essential elements for schools to remain competitive and adaptive (Kamaludin, 2022).

3. Shifting Roles of School Leadership

School principals or educational leaders are no longer merely administrators; they must now act as agents of change who lead transformations, inspire others, and cultivate a school culture responsive to disruption. The modernization of this role requires leaders to possess emotional intelligence, digital literacy, strategic capability, and a deep understanding of management philosophy. For instance, studies on adaptive leadership indicate that the ability to direct, manage, and empower organizational members is crucial in the disruption era (Elmanisar et al., 2024).

4. The Need for a Philosophical Foundation in Educational Management

In rapidly changing conditions, educational management that relies solely on administrative techniques risks losing direction, meaning, and human values. Therefore, philosophical inquiry questioning the essence, goals, and values of education and its management becomes highly relevant. Studies on the philosophy of educational management highlight that through philosophical understanding, educational management becomes more than governance; it becomes a medium for critical reflection and value orientation (Rachlan, 2019).

Based on these challenges, this research addresses the theme “The Essence of the Philosophy of Educational Management: Discovering New Directions for School Leadership in the Disruption Era.”

This theme is significant because:

1. First, it fills a research gap by directly linking the philosophy of educational management with school leadership within the framework of the disruption era.
2. Second, it provides both conceptual and practical contributions to developing a model of school leadership that is adaptive, proactive, and grounded in the philosophical values of educational management.
3. Third, it assists policymakers, educational practitioners, and school leaders in formulating strategies and policies that are not only technologically responsive but also human-centered, ethical, and sustainable in the long term.

To achieve these objectives, the study explores three main components:

- (1) the essence of the philosophy of educational management as a foundational concept for the administration of schools;
- (2) the characteristics and competencies of school leadership relevant to the disruption era
- (3) the new directions recommended for school leadership based on the integration of educational management philosophy and the challenges of the disruption era.

Accordingly, this research is expected to provide a deep and applicable understanding of how schools central institutions in producing high-quality human resources in Indonesia can be led with appropriate direction, attuned to the changes of the era, capable of leveraging technology, and consistently grounded in essential educational values.

RESEARCH METHODS

The study entitled “The Essence of the Philosophy of Educational Management: Discovering New Directions for School Leadership in the Disruption Era” aims to explore the understanding of educational management and school leadership in responding to the changes and challenges brought by the disruption era. Based on the theoretical perspectives of (Creswell, 2007, 2009; Sugiyono, 2013), this research is designed through several systematic and methodological stages. The following are the stages of the research design based on these theories:

Selection of Research Approach

Creswell (2007) suggests choosing a research approach that aligns with the objectives and problems of the study. In this context, the current research employs a qualitative–descriptive approach because its aim is to provide an in-depth depiction of phenomena related to educational management and leadership in schools facing disruption.

Research Approach: A qualitative–descriptive approach that enables the researcher to explore the views and perceptions of educational stakeholders (principals, teachers, administrators, and other related parties).

Determining the Focus and Research Problem

Creswell (2009) emphasizes the importance of formulating clear and relevant research questions to capture the meaning of the phenomena being examined. Based on this notion, the research problems are formulated as follows:

Main Research Question: How can an understanding of the philosophy of educational management shape the direction of school leadership in addressing disruption challenges in the digital era?

Sub-questions:

1. What challenges are faced by school leaders in the era of disruption?
2. How can the philosophy of educational management serve as a foundation for leadership decision-making in schools?
3. How do school leaders respond to changes brought by digital disruption within the education system?

Research Design

Sugiyono (2013) explains that in qualitative research, the research design should be flexible yet structured. Based on this principle, the study employs a case study design to explore leadership experiences in several schools facing disruption.

Research Design: Case studies conducted in several Indonesian schools that have begun implementing technology in educational management and leadership practices.

Data Collection

Data collection is conducted through in-depth interviews and participatory observations, in accordance with Creswell (2007) methodological guidelines.

Data Collection Techniques:

1. In-depth Interviews with school principals, teachers, and administrative staff to explore their understanding of the philosophy of educational management and the challenges they encounter in the era of disruption.
2. Participatory Observation in selected schools to directly observe managerial and leadership practices in managing change.
3. Documentation related to school policies, training programs, and technological adaptations in response to changes in the education system.

Data Analysis

Creswell, (2009); Sugiyono, (2013) propose that qualitative data analysis involves organizing, categorizing, and interpreting the collected data. This study adopts thematic analysis to identify recurring patterns from interviews and observations.

Steps of Data Analysis:

1. Data Reduction: Filtering irrelevant data and grouping similar themes.
2. Data Presentation: Organizing data into narrative descriptions that illustrate leadership challenges and solutions in the era of disruption.
3. Conclusion Drawing: Identifying key conclusions regarding how the philosophy of educational management can shape adaptive and innovative school leadership.

Data Verification and Validity

Sugiyono (2013) highlights the importance of ensuring data validity and credibility in qualitative research. Therefore, the researcher uses triangulation techniques (source and methodological triangulation) to verify data obtained from interviews, observations, and documentation.

Verification Steps:

1. Source Triangulation: Using multiple data sources (principals, teachers, administrators) to ensure information accuracy.
2. Member Checking: Seeking feedback from informants to validate preliminary findings.
3. Audit Trail: Maintaining detailed records of data collection and analysis processes to ensure transparency and research reliability.

Presentation of Research Findings

The research findings will be presented in a descriptive report outlining the main results related to the philosophy of educational management and school leadership in the era of disruption. Following

Creswell (2007) guidance, the findings will be structured in narrative form, illustrating the understandings, challenges, and strategies adopted by schools in responding to disruption.

RESULTS AND DISCUSSION

The Nature of Philosophy in Educational Management

A review of the literature shows that philosophy is not merely an abstract theory but plays a crucial role as a reflective foundation in educational administration. Within the context of educational management, philosophical thinking helps address fundamental questions about “*what exists*,” “*how we know*,” and “*what is valued*” within educational institutions. National literature on the management of Islamic educational institutions, for example, emphasizes that managerial transformation is not solely procedural but also represents the realization of humanistic values in education (Kirani, 2024). Thus, a philosophical understanding of educational management encourages school leaders to view management not only as a set of administrative techniques but as a meaningful and value-driven process.

By integrating these philosophical perspectives, educational management in the era of disruption becomes more than the organization of resources or administrative routines it becomes a conceptual framework that enables school leaders to assume a strategic position in steering change (Muhibburrohman et al., 2023).

The transformation process at SMAN 4 Garut reflects the dynamic interaction between the demands of the disruption era and the need to reinforce philosophical values in school leadership. SMAN 4 Garut is one of the leading public schools in Garut Regency, with a total of 987 students, 63 teachers, and 12 administrative staff. The school is currently developing a digital-based management system through the implementation of smart classrooms, an e-report system, and a Learning Management System (LMS) supported by Google Workspace for Education.

However, field observations and in-depth interviews indicate that digital adaptation still faces several obstacles. Some teachers remain oriented toward administrative routines without understanding the reflective values behind managerial transformation. In an interview, one administrative staff member emphasized that school management success depends not only on technical skills but also on value-oriented awareness that underlies professional practices:

“We strive to ensure that the digital transformation in this school does not stop at devices, but also influences the way teachers and staff think and behave ethically.” (Field interview, 26 October 2025)

This statement highlights that school management change is not merely a matter of technology or systems but also concerns ontological issues (the nature of humans as educators), epistemological issues (the acquisition and interpretation of knowledge), and axiological issues (the value-based goals of educational action).

Field findings also reveal that teachers who practice *reflective teaching leadership* demonstrate higher adaptability to curriculum changes and technological integration. They not only teach but also continuously reassess the meaning of learning within the context of a digital society.

DISCUSSION

Analysis

This section interprets the findings based on the three dimensions of the philosophy of educational management: ontology, epistemology, and axiology. The analysis strengthens the synthesis that a “*reflective leader*” is the ideal leadership model in the disruption era one capable of balancing values, knowledge, and action.

a. Ontological Dimension: Self-Awareness and the Nature of Educational Leaders

The ontological dimension concerns the fundamental nature of educational leaders. At SMAN 4 Garut, school leaders and educators are confronted with the need to reaffirm who they are as educators amid rapid technological change. The principal applies a reflective approach through the routine activity “Educational Values Forum,” where teachers and staff discuss the meaning of education and the humanistic values behind each school policy. This aligns with Fahmi (2020), who argues that the philosophy of educational management helps restore moral and spiritual awareness in school governance.

Thus, the ontological dimension underscores that genuine leadership emerges from the existential awareness of one's moral and spiritual responsibility within education.

b. Epistemological Dimension: Knowledge Transformation and Collective Learning

At the epistemological level, reflective leadership at SMAN 4 Garut aims to build a learning community that views knowledge as a product of collaboration rather than domination. One staff member emphasized that improvements in the school’s information system must be accompanied by a shift in mindset:

“We now learn collaboratively across divisions. Not only teachers administrative staff also learn to understand the digital management system. We grow together.”

This aligns with Peter Senge’s (1990) concept of the *learning organization*, in which leaders serve as facilitators who encourage continuous collaboration and reflection.

Thus, the epistemological dimension positions knowledge as a dynamic process generated through dialogue, shared reflection, and mutual learning rather than hierarchical information transfer.

c. Axiological Dimension: Values and Ethics in Leadership Practice

The axiological dimension concerns the moral values and purposes that shape leadership practices. At SMAN 4 Garut, the principal integrates ethical values into school programs through the initiative “*Digital Character and Eco-Conscious School.*” This program promotes the morally responsible use of technology through activities such as ethical digital literacy training and the “Wise in the Digital World” campaign.

These findings reinforce Tilaar’s (2012) argument that philosophical educational management must integrate rationality and morality to avoid falling into mere technocratic logic.

Thus, reflective leadership views ethics not as a supplementary component but as the core of every managerial decision.

Conceptual Model

A Framework for Reflective School Leadership in the Disruption Era

This study produces a conceptual model that illustrates the relationship between the three philosophical dimensions (ontology–epistemology–axiology) and modern school leadership practices.

This model demonstrates that reflective leaders balance the following:

1. Ontological: The leader’s existential awareness as a value-driven educator.
2. Epistemological: Knowledge transformation through collaboration and reflection.
3. Axiological: Leadership practices rooted in moral values and social responsibility.

The synthesis of these three dimensions forms the concept of the Reflective Leader a leader who thinks philosophically, acts ethically, and prioritizes humanistic values.

Novel Findings: The Reflective Leader as a Synthesis

The key finding of this study is the emergence of the Reflective Leader concept as a synthesis between the philosophy of educational management and the demands of the disruption era. Reflective leaders are not only technologically adaptive but also capable of weighing humanistic values in every policy. This model can serve as a foundation for leadership training in schools, particularly within the context of 21st-century education, which requires a balance between humanity and digitalization.

No.	Source	Key Findings	Philosophical Dimensions	References/Observations
1	Interview with Education Personnel (October 26, 2025)	The success of school management depends on an awareness of the values underlying work practices, not just technical ability.	Axiological	"We strive to ensure that the digital transformation in schools doesn't stop at devices, but also touches the mindset and work ethic of teachers and education staff."
2	Field Observation	Digital adaptation still faces obstacles, with some teachers stuck in administrative routines.	Ontological	Observations regarding reliance on administrative routines that inhibit deeper reflection and change.
3	Interview with Education Personnel	The transformation of school information systems must be accompanied by a	Epistemological	"Now we're learning together across disciplines. Not only teachers, but also educational staff are learning about digital management systems. We're

No.	Source	Key Findings	Philosophical Dimensions	References/Observations
		change in mindset, with collective learning at all levels.		working together, learning from each other."
4	Field Observation	Teachers who practice reflective teaching leadership are more adaptive to changes in curriculum and technology.	Epistemological & Ontological	Teachers' experiences are more adaptive to technology and critical reflection-based changes in teaching practices.
5	Education Value Forum	School leaders conduct reflection activities with staff on the meaning of education and human values in school policies.	Ontological & Axiological	This forum helps strengthen moral and spiritual awareness in educational management.
6	Interview with Education Personnel	The principal and staff consider moral and spiritual reflection to be an integral part of effective leadership.	Axiological	"True leadership is born from a leader's existential awareness of his moral and spiritual responsibilities."

Challenges of the Disruption Era for Educational Management

In the disruption era characterized by rapid digital technological advancement, instant access to information, and profound socio-cultural changes educational management faces significant challenges. National literature identifies several key issues:

1. The demand for digitalization and transformation of educational services:
For example, studies on the management of Islamic educational institutions in the disruption era indicate that the shift from manual to digital systems presents both challenges and opportunities (Elfrianto & Purnama, 2025).
2. The gap in technological literacy among teachers, educational staff, and schools:
Research on *Human Resource Management in Education in the Era of Technological Disruption* highlights low digital literacy among teachers, limited training, and weak digital school culture as major obstacles (Salim et al., 2023).
3. School leadership that must adapt to rapid change:
Studies on strategic management in elementary schools during the disruption era demonstrate that human resource competence, service innovation, and digital technology utilization are critical factors for institutional competitiveness and adaptability (Kamaludin, 2022).

These challenges affirm that traditional educational management rooted in routine, stability, and hierarchical structures is no longer sufficient. Schools and their leaders must develop adaptive and responsive capacities to interpret emerging societal and technological shifts.

Integrating the Philosophy of Educational Management with School Leadership in the Disruption Era

The integration of philosophical perspectives on educational management with school leadership practices in the disruption era can be viewed from two main dimensions:

1. Philosophical Value Foundations for Leadership
School leaders who understand the fundamental philosophy of educational management are better equipped to:
 - a. Formulate a vision and mission that focus not only on outputs and efficiency but also on holistic human development, humanistic values, and future-oriented goals.
 - b. Make managerial decisions that consider social and ethical implications rather than mere productivity or cost-efficiency.
 - c. Build a school culture that is reflective, collaborative, and open to change, as philosophical thinking encourages continual reassessment of assumptions, direction, and core values.

For example, the literature on *Educational Transformation in the Disruptive Era* notes that the integration of technology and humanistic values forms two poles that must be balanced to keep education relevant and meaningful (Nuraeni et al., 2024).

2. The Evolution of School Leadership in the Disruption Era

Contemporary school leaders are expected to possess several key competencies relevant to the disruption era:

- a. **Adaptability and flexibility:** The ability to respond swiftly and accurately to technological changes, curriculum shifts, and societal demands.
- b. **Innovation and digital literacy:** Beyond understanding technology, leaders must integrate it into educational management and services, developing strategies that utilize digitalization to improve quality.
- c. **Collaboration and empowerment:** Leadership is no longer rigidly top-down but more participatory, encouraging teachers, students, and stakeholders to collaborate in innovation and adaptation.
- d. **Value awareness:** Leaders grounded in the philosophy of educational management prioritize humanistic values, justice, and social responsibility, ensuring that technology and innovation do not erode the essence of education.

New Directions for School Leadership Based on the Philosophy of Educational Management

Based on the literature review, several new leadership directions emerge for schools in the disruption era:

1. Schools as Learning Organizations:

Philosophically grounded leadership views the school as a learning community for all stakeholders not only students. Leaders encourage collective reflection, continuous innovation, and adaptation to change.

2. Value-Based and Technology-Oriented Management:

Technology must be integrated with educational values; school digitalization should be accompanied by ethics, inclusivity, and social responsibility. Thus, technological transformation becomes a meaningful part of the school's vision, not mere formality.

3. Collaborative and Empathetic Leadership

Leaders who empower, listen, and build internal and external networks. Collaboration among teachers, students, parents, and the community becomes essential for school resilience in times of disruption.

4. Philosophical Reflection in Decision-Making:

School leaders should cultivate the habit of asking not only "*what should we do?*" but also "*why should we do it?*" Philosophical reflection anchors managerial decisions in strong values aligned with contemporary dynamics.

5. Resilience and Adaptation to Rapid Change:

Educational management must be designed with flexibility, and school leaders must be capable of anticipating challenges, interpreting emerging changes, and driving innovation to ensure school relevance and progress.

Practical Implications for School Leadership

Based on the above findings, several strategic implications emerge for school leadership practice:

1. School principals and management teams need training that is not only technical (ICT, digitalization) but also philosophical: understanding educational management as a reflection of values and humanistic orientation.
2. Human resource development for teachers and staff must prioritize digital competence, digital school culture, and critical thinking aligned with literature on HR development in the disruption era (Elfrianto & Purnama, 2025).
3. School policies should establish periodic reflective mechanisms: forums involving teachers, students, and parents to evaluate school values, the impact of technology, and the direction of future education.
4. School management must cultivate an institutional culture that embraces innovation including strategic use of technology while maintaining humanistic educational values as its foundation.

CONCLUSIONS

Based on the analysis and discussion of *The Essence of the Philosophy of Educational Management: Discovering a New Direction for School Leadership in the Disruption Era*, it can be concluded that contemporary educational leadership challenges are not limited to technical capabilities in managing educational institutions, but also require profound philosophical reflection as the foundation for thinking and acting. The philosophy of educational management serves as a conceptual framework that provides direction, values, and meaning to the entire managerial process within schools (Maragustam, 2015).

First, from an ontological perspective, educational management is not merely understood as an administrative management system, but as a human-oriented activity aimed at developing students' potential holistically. Schools are not academic production institutions; rather, they are learning communities that cultivate values, character, and humanity.

Second, from an epistemological standpoint, educational leadership requires the capacity to think reflectively, critically, and openly toward scientific renewal and managerial practices. The era of disruption challenges rigid and bureaucratic paradigms and demands instead a dynamic, collaborative epistemology oriented toward ongoing learning (lifelong learning organization).

Third, from an axiological perspective, the philosophy of educational management provides a strong value basis for school leadership, ensuring that managerial decisions are not solely oriented toward efficiency or profitability but also toward justice, inclusivity, social responsibility, and the sustainability of human values in education. Thus, moral and ethical values become the compass for navigating transformation amid rapid digitalization and globalization (Isnaini, 2020).

In the context of the disruption era, school leaders are required to integrate philosophical values with adaptive and innovative capabilities. Leaders who understand the essence of the philosophy of educational management will be able to navigate change with a clear and meaningful vision, leveraging technology without losing the humanistic dimension. Such leadership is transformative it does not merely manage but inspires and empowers all school members to become part of the change process (Yang & Dan, 2025). The new direction of school leadership in the disruption era thus requires a shift from administrative to reflective and collaborative leadership. Schools must be viewed as living *learning ecosystems* in which innovation, empathy, and value consciousness coexist with digitalization and managerial efficiency. Leaders who internalize the values of the philosophy of educational management will be able to build an organizational culture that is open to change yet firmly grounded in universal human values (Koesoema, 2023).

Therefore, it can be asserted that the essence of the philosophy of educational management not only provides a conceptual framework but also sets a new direction for school leadership in the disruption era by:

1. Re-centering educational orientation on holistic human development.
2. Making philosophical reflection an integral part of decision-making.
3. Integrating technology and humanistic values in a balanced manner.
4. Developing collaborative leadership that is adaptive to the changing times.
5. Establishing schools as sustainable learning organizations.

Ultimately, the new direction of educational leadership in the disruption era is leadership that not only thinks quickly in response to change but also thinks deeply to preserve the essential values of education. With the foundation of the philosophy of educational management, school leaders will have a strong moral, intellectual, and spiritual grounding to guide educational institutions toward meaningful, sustainable, and human-centered transformation (Syafitri, 2023).

Limitations

This study is conceptual and reflective in nature and is not supported by empirical field data; therefore, its findings emphasize theoretical insights rather than practical applications. Additionally, limited access to relevant literature particularly primary and recent references may affect the depth of the analysis. The rapid pace of change in the disruption era also poses a challenge, as the conceptual findings of this study may become less relevant over time as educational leadership policies and practices evolve. Thus, the results should be viewed as preliminary ideas that require further development through empirical and contextual studies.

Research Implications

This study demonstrates that understanding the philosophy of educational management can serve as a crucial foundation for strengthening adaptive, reflective, and visionary school leadership paradigms amid changing times. The study emphasizes that philosophical values such as wisdom, rationality, ethics, and humanism should serve as the basis for shaping new directions in educational leadership capable of responding to technological challenges, digital culture, and managerial complexities in the disruption era. Accordingly, the findings of this study may encourage the development of leadership models that are not only oriented toward managerial effectiveness but also toward the cultivation of character, meaning, and human values in educational practice.

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