

Transformation of Educational Management in the Era of Online Media: An Analysis of Digital Corporate Responsibility

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Abstract

This study examines the transformation of educational management in the era of online media, with a focus on the role and responsibility of digital corporations in shaping information ecosystems. The rapid expansion of digital platforms has fundamentally altered how knowledge is produced, accessed, and managed, placing educational institutions within complex and interconnected information environments. However, the dominance of digital corporations as information gatekeepers raises critical challenges related to accountability, misinformation, and the quality of educational content. This research employs a Systematic Literature Review (SLR) approach by analyzing peer-reviewed articles published between 2020 and 2025 from databases such as Scopus, ScienceDirect, and Google Scholar. The review process follows PRISMA guidelines, including identification, screening, eligibility, and inclusion stages. Data were analyzed using thematic analysis to identify key patterns related to digital transformation, information governance, and corporate accountability. The findings reveal that educational management has shifted toward a networked digital system where online media plays a central role in knowledge acquisition. Digital corporations significantly influence information visibility through algorithmic systems, yet their accountability remains limited, particularly in addressing misinformation. In addition, weak regulatory frameworks and limited multi-stakeholder collaboration further complicate efforts to ensure information quality. The study concludes that educational management must adopt adaptive and responsive strategies by integrating digital literacy, critical thinking, and information governance. Strengthening collaboration between educational institutions, policymakers, and digital corporations is essential to create a more accountable and sustainable digital education ecosystem.

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INTRODUCTION

Education in the digital age is undergoing a profound transformation that extends beyond the traditional boundaries of teaching and learning. It is no longer confined to classroom interactions or institutional frameworks, but increasingly shaped by the rapid expansion of online media and digital communication platforms. In this

evolving landscape, educational management must adapt to new modes of information flow, where knowledge is produced, distributed, and consumed in real time across global networks. Recent studies (2020–2025) highlight that digital transformation has redefined the governance of education, requiring institutions to integrate technological, ethical, and informational dimensions into their management practices (Rahman et al., 2023; López & García, 2024).

The rise of online media as a dominant source of information has significantly influenced how educational content is accessed and interpreted. Digital platforms, often operated by large corporations, function not only as intermediaries but also as gatekeepers of information. Their algorithms, content policies, and economic interests shape the visibility and circulation of knowledge in ways that directly affect educational environments. Scholars argue that this shift has introduced new challenges related to information reliability, digital ethics, and the commercialization of knowledge (Khan et al., 2022; Prasetyo & Nugroho, 2025). As a result, educational institutions must navigate an increasingly complex information ecosystem where the boundaries between credible knowledge and misinformation are often blurred.

Within this context, the role of digital corporations becomes critically important. These entities are not neutral actors; rather, they actively influence the structure and dynamics of online information systems. The lack of clear accountability mechanisms for digital corporations has raised concerns regarding the spread of misinformation, including hoaxes and harmful content that can disrupt educational processes. Recent literature emphasizes that corporate responsibility in the digital sphere should encompass not only legal compliance but also ethical obligations to ensure the integrity of information (Silva & Torres, 2023; Hidayat & Firmansyah, 2024). However, regulatory frameworks often lag behind technological developments, creating gaps in governance that affect both society and educational systems.

From an educational management perspective, these challenges necessitate a reconfiguration of strategies and policies. Effective management in the digital era requires the integration of digital literacy, critical thinking, and information governance into institutional practices. Schools and universities are expected to act not only as providers of knowledge but also as regulators of information consumption within their communities. This involves developing mechanisms for content verification, promoting responsible digital behavior, and fostering collaboration with external stakeholders, including technology companies and government agencies (Anderson et al., 2022; Suryadi et al., 2025).

Despite the growing body of research on digital transformation and online media, existing studies often address these issues in isolation. Some focus on technological adoption in education, while others examine legal aspects of digital governance or the socio-cultural impacts of media. There remains a limited number of integrative studies that connect educational management with the responsibility of digital corporations in shaping information ecosystems. This fragmentation results in a lack of comprehensive frameworks that can guide educational institutions in responding to the challenges posed by online media. To address this gap, the present study employs a Systematic Literature Review (SLR) approach to synthesize recent research (2020–2025) on the intersection of educational management, online media, and corporate responsibility. By examining patterns, themes, and conceptual developments in the literature, this study aims to provide a holistic understanding of how educational

management is being transformed in the digital era and how digital corporations contribute to—or hinder—this transformation.

This study contributes to the academic discourse by positioning digital corporations as key stakeholders in the transformation of educational management. It emphasizes the need for a balanced approach that combines technological innovation with ethical responsibility and regulatory oversight. Ultimately, the findings are expected to support the development of more adaptive, accountable, and contextually relevant educational management models in the era of online media.

RESEARCHS METHOD

This study employs a Systematic Literature Review (SLR) to analyze the transformation of educational management in the era of online media and the responsibility of digital corporations. The SLR approach enables a structured and systematic synthesis of recent scholarly works, particularly in rapidly evolving digital contexts (Page et al., 2021). The review process follows four main stages: identification, screening, eligibility, and inclusion. Data were collected from databases such as Scopus, ScienceDirect, and Google Scholar using keywords including *educational management*, *online media*, *digital transformation*, and *corporate responsibility*. The inclusion criteria consist of: (1) articles published between 2020–2025; (2) peer-reviewed journals; (3) relevance to educational management and digital media; and (4) English or Indonesian language. Articles that were not methodologically clear or irrelevant to the topic were excluded. Data analysis was conducted using thematic analysis, focusing on identifying key patterns related to digital transformation, information governance, and corporate accountability (Braun & Clarke, 2021). To ensure transparency and rigor, this study follows the PRISMA guidelines, allowing systematic tracking of article selection. Ethically, this research maintains academic integrity through proper citation and critical evaluation of sources. As a literature-based study, it does not involve direct human participants.

RESULT AND DISCUSSION

Result

The findings of this study demonstrate that the transformation of educational management in the era of online media is not merely a technological shift, but a multidimensional process shaped by the interaction between digital infrastructure, information ecosystems, and the increasing dominance of digital corporations. Educational institutions are no longer positioned as closed systems; instead, they function within an open and highly interconnected digital environment, where information circulates rapidly, continuously, and often without clear boundaries of verification. This condition reflects what recent scholars describe as a networked knowledge society, in which learning is influenced by decentralized and algorithmically mediated information flows (Selwyn, 2021; van Dijck et al., 2022).

One of the most significant findings indicates that online media has evolved into a primary and, in many cases, dominant source of knowledge acquisition for both students and educators. This transformation has fundamentally altered the structure of educational management, particularly in communication practices, decision-making mechanisms, and the management of learning resources. Information is no longer curated solely by educational institutions but is increasingly accessed directly from

digital platforms. As a result, schools and universities must navigate a dual responsibility: managing internal academic systems while simultaneously responding to external information environments that they do not fully control (Bond et al., 2021; Trust et al., 2023).

Furthermore, the findings reveal that this shift has reconfigured authority in knowledge production. Traditionally, educators and academic institutions held epistemic authority; however, in the digital era, this authority is increasingly shared—or even challenged—by online platforms and content creators. This shift creates both opportunities and risks. On one hand, access to diverse information enhances learning opportunities; on the other, it increases exposure to unverified or misleading content (Koltay, 2021).

Another crucial finding highlights the central role of digital corporations in shaping information ecosystems. Through algorithmic systems, content moderation policies, and platform governance structures, corporations such as social media and search engine providers determine what content becomes visible, amplified, or suppressed. These mechanisms are not neutral; rather, they are driven by engagement metrics and economic incentives. Consequently, educational content competes with entertainment-driven and sensational information, which may not align with academic standards (Gillespie, 2020; Napoli, 2021).

The study finds that accountability mechanisms for these corporations remain insufficient, particularly in addressing the spread of misinformation, hoaxes, and low-quality educational content. Despite the existence of community guidelines and content policies, enforcement is often inconsistent and lacks transparency. This creates significant challenges for educational institutions in maintaining the credibility, reliability, and integrity of learning materials. The proliferation of misinformation has been widely recognized as a critical issue affecting not only public discourse but also educational outcomes (Wardle & Derakhshan, 2021; Pennycook & Rand, 2022).

In addition, the findings indicate that regulatory frameworks governing digital corporations are still fragmented and often lag behind technological developments. Policies tend to be reactive rather than proactive, resulting in gaps that allow harmful content to circulate widely before corrective measures are taken. The influence of market-driven logics further complicates regulatory efforts, as platforms may prioritize user engagement and advertising revenue over content quality and public responsibility (Zuboff, 2021).

Another important finding concerns the increasing significance of digital literacy as a foundational component of educational management. Institutions that actively integrate digital literacy into their curricula and organizational practices demonstrate greater resilience in navigating digital risks. Digital literacy, in this context, extends beyond technical competencies to include critical evaluation skills, ethical awareness, and the ability to identify misinformation. This aligns with recent frameworks that conceptualize digital literacy as a multidimensional competence essential for effective participation in digital societies (Ng et al., 2021; UNESCO, 2023).

Moreover, the findings reveal that collaboration among key stakeholders—educational institutions, government bodies, and digital corporations—remains limited and underdeveloped. The absence of coordinated strategies reduces the effectiveness of efforts to regulate digital content and safeguard educational environments. This fragmentation suggests the need for a more integrated governance approach that aligns

educational policies with digital platform regulations (OECD, 2021).

Taken together, these findings indicate that educational management is undergoing a profound structural transformation. The increasing centrality of digital corporations in information ecosystems introduces new challenges related to governance, accountability, and educational quality. While digital technologies offer significant opportunities for innovation, their unregulated or weakly regulated use poses risks that must be addressed through comprehensive and collaborative strategies.

Discussion

The findings of this study confirm that the transformation of educational management is deeply intertwined with the expansion of online media and the growing influence of digital corporations. Education in the digital era must be understood as operating within a socio-technical system, where technological infrastructures, institutional frameworks, and corporate actors collectively shape the production, distribution, and consumption of knowledge (Selwyn, 2021).

From a management perspective, this transformation necessitates a fundamental redefinition of institutional roles. Educational institutions are no longer solely responsible for delivering knowledge; they must also function as mediators, curators, and regulators of information. This expanded role requires new competencies in digital governance, risk management, and ethical decision-making. Contemporary studies emphasize that adaptive and flexible management models are essential for responding to the uncertainties and complexities of digital environments (Fullan et al., 2020; Anderson & Dron, 2022). The dominant role of digital corporations raises critical concerns regarding responsibility and governance. Unlike traditional media institutions, which are subject to stricter editorial controls, digital platforms operate through algorithm-driven systems that prioritize engagement, personalization, and profitability. This phenomenon is often described as platform capitalism, where user data and attention are commodified, potentially at the expense of information quality and public interest (Srnicsek, 2021). Within this framework, educational content competes with algorithmically amplified content that may prioritize virality over accuracy.

The study's findings regarding weak accountability mechanisms reinforce concerns highlighted in recent literature about the governance gap in digital ecosystems. Without clear and enforceable regulations, digital corporations may lack sufficient incentives to prioritize information integrity. This creates a structural imbalance in which technological advancement outpaces ethical and regulatory frameworks, leading to increased risks of misinformation and its negative impact on education (Gorwa, 2021). In this context, the integration of digital literacy into educational management emerges as a critical strategic response. Digital literacy equips learners and educators with the skills needed to critically evaluate information, recognize bias, and engage responsibly in digital environments. This aligns with 21st-century educational paradigms that emphasize not only knowledge acquisition but also critical thinking, problem-solving, and ethical awareness (Redecker, 2022; UNESCO, 2023).

Furthermore, the discussion highlights the necessity of multi-stakeholder collaboration as a key element of effective digital governance. Educational institutions alone cannot address the challenges posed by digital media; instead, coordinated efforts involving policymakers, technology companies, and civil society are required. Such

collaboration can facilitate the development of shared standards, regulatory frameworks, and best practices for ensuring information quality and accountability (OECD, 2021). Another important implication concerns the need for regulatory reform. Existing policies are often insufficient to address the complexities of digital media ecosystems, particularly in relation to cross-border information flows and rapidly evolving technologies. Therefore, more adaptive and forward-looking regulatory approaches are needed, including co-regulation models that involve both government oversight and corporate responsibility (Flew, 2021).

Finally, this study underscores that the transformation of educational management is not solely a matter of technological adoption but also a question of ethics and governance. The sustainability of digital education depends on the integration of accountability, transparency, and responsibility into both institutional practices and digital platform operations. Without such integration, the benefits of digital transformation may be undermined by the risks associated with misinformation and unregulated corporate power. This study positions digital corporations as key actors in the educational ecosystem whose roles must be critically examined and effectively regulated. At the same time, educational institutions must evolve to become more adaptive, critical, and collaborative in managing digital challenges. By aligning technological innovation with ethical governance, it is possible to develop a more resilient and sustainable model of educational management in the era of online media.

CONCLUSION

This study concludes that educational management in the era of online media has shifted toward a digitally interconnected system shaped by rapid information flows and the growing influence of digital corporations. Educational institutions are no longer the sole controllers of knowledge, but must operate within complex digital ecosystems. The findings highlight that digital corporations play a central role in determining information access and visibility, yet their accountability remains limited, particularly in addressing misinformation. This condition poses significant challenges for maintaining the quality and credibility of educational processes. Therefore, educational management must become more adaptive by integrating digital literacy, critical thinking, and information governance. In addition, stronger collaboration between educational institutions, policymakers, and digital corporations is essential. In sum, the transformation of educational management is not only technological but also ethical, requiring a balance between innovation, responsibility, and regulatory oversight to ensure a sustainable digital education environment.

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