The implementation of the theoretical humanism paradigm in holistic education

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Abstract: This article examines the implementation of the theoretical humanism paradigm in holistic education, an approach that integrates human values and divine values. The research question asked is why it uses the paradigm of theoretical humanism to be implemented in holistic education. This research aims to explore the theory, philosophical foundation, and application of holistic education based on theocentric humanism. With the library research method, the results of the study show that the implementation of this paradigm includes the formulation of a curriculum based on divine values, moral reinforcement through reflective practices, the development of spirituality-based critical thinking skills, and the formation of a school culture that supports spiritual and intellectual harmony. This paradigm is also in line with the values of the Qur'an and hadith, which emphasizes morality and belief in the formation of a whole character. The conclusion suggests that this approach provides a solid foundation philosophically and provides practical implications in preparing students for worldly challenges while achieving greater spiritual closeness. This article is expected to contribute to the development of a curriculum based on divine and human values in the context of Islamic education to answer the challenges of modern education.

Keywords: Holistic education, Islamic education, spiritual value, value-based education

Abstrak: Artikel ini mengkaji implementasi paradigma humanisme teosentris dalam pendidikan holistik, pendekatan yang mengintegrasikan nilai-nilai kemanusiaan dan nilai-nilai ilahi. Pertanyaan penelitian yang diajukan mengapa menggunakan paradigma humanisme teosentris untuk diimplementasikan pada pendidikan holistik. Penelitian ini bertujuan untuk mengeksplorasi teori, landasan filosofis, dan penerapan pendidikan holistik berbasis humanisme teosentris. Dengan metode penelitian perpustakaan, hasil penelitian menunjukkan bahwa implementasi paradigma ini mencakup perumusan kurikulum berbasis nilai ketuhanan, penguatan moral melalui praktik reflektif, pengembangan keterampilan berpikir kritis berbasis spiritualitas, dan pembentukan budaya sekolah yang mendukung harmoni spiritual dan intelektual. Paradigma ini juga sejalan dengan nilai-nilai Al-Qur'an dan hadits, yang menekankan moralitas dan keyakinan dalam pembentukan karakter utuh. Kesimpulan menunjukkan bahwa pendekatan ini memberikan fondasi yang kokoh secara filosofis dan memberikan implikasi praktis dalam mempersiapkan siswa menghadapi tantangan duniawi sekaligus mencapai kedekatan spiritual yang lebih tinggi. Artikel ini diharapkan dapat berkontribusi pada pengembangan kurikulum berbasis nilai ketuhanan dan kemanusiaan dalam konteks pendidikan Islam untuk menjawab tantangan pendidikan modern.

Kata kunci: Pendidikan holistik, pendidikan Islam, nilai spiritual, pendidikan berbasis nilai

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INTRODUCTION

Holistic education allows the development of critical and creative thinking that is in harmony with spiritual values, thus creating harmony between students' social and spiritual adaptation). This is important to create a generation that is intellectually superior and has a solid moral foundation based on human and divine values (Moyo & Magudu, 2021). However, the holistic education approach must have a solid philosophical

foundation, so that in practice it does not go out of the goal of holistic education itself (Muhammad & Primarni, 2024). Holistic education is education that develops four basic elements consisting of physical, intellectual, emotional, and spiritual elements as the driving force for the four elements by emphasizing the importance of using the paradigm of theocentric humanism, holistic education can function as an instrument of inclusive social transformation, supporting democracy, human rights people, and sustainability (Ahmad & Agustina, 2023).

Theocentric humanism is a paradigm that bases human development on the harmonious relationship between divine values and humanity (Maryati, 2024). This paradigm offers a strong philosophical foundation for holistic education, an approach that views human beings as integrated entities, where every aspect of life plays a role in creating balance and wholeness of the individual In the context of education, combining theocentric humanism with holistic education provides a conceptual framework capable of integrating spiritual and moral values in learning (Mahmoudi et al., 2012).

As an approach that emphasizes a balance between intellectual, moral, and spiritual aspects, theocentric humanism is relevant to answering the challenges of the modern era that are often too focused on worldly achievements. the implementation of this paradigm in holistic education can strengthen the foothold of holistic education which not only strengthens students' character intellectually but also forms spiritual resilience. With this paradigm, then holistic education has the potential to produce a generation that is not only academically intelligent, spiritually intelligent, and also has empathy, integrity, and commitment to social responsibility (Naima et al., 2024). This article examines the implementation of the theoretical humanism paradigm in holistic education, an approach that integrates human values and divine values.

METHOD

This study uses a library research method by collecting and reviewing literature from books, journals, and other scientific sources relevant to the topic of theoretical humanism and holistic education (Rubin & Rubin, 2016). This method aims to understand the conceptual foundation and implications of this educational approach (Connaway & Radford, 2021). The literature used in this study includes studies that support spiritual value-based education as well as research that discusses holistic education in the context of Islam (Jalil, 2025) .

This method allows researchers to draw insights from various intellectual sources, thus gaining a thorough understanding of the philosophy, values, and principles underlying this approach explains that the application of this approach in the context of social research helps researchers observe phenomena with a broader lens, paying attention to moral and spiritual dimensions that may be overlooked in conventional approaches (Maryati, 2024). Through this method, researchers can explore how spiritual values have been historically and conceptually integrated into the educational framework, especially those that are aligned with the Islamic perspective on holistic development (Algifahmy, 2022).

In analyzing the collected literature, researchers critically examine various perspectives to extract relevant concepts, principles, and frameworks. Conceptual analysis includes identifying common themes across sources, synthesizing viewpoints, and distinguishing different interpretations. This analytical process not only deepens the

understanding of humanistic values in education but also reveals how holistic education can foster personal growth beyond academic achievement, including emotional, social, and spiritual development.

RESULTS AND DISCUSSION

Holistic education as an integrated approach

The emergence of a holistic paradigm in education can be understood through several interrelated factors, including social development, the need for an interdisciplinary approach, and the challenges faced in the traditional education system. This paradigm focuses on a thorough understanding of individuals and their contexts, as well as integrating various disciplines to achieve more comprehensive educational goals (Zakiyah & Zaitun, 2021).

One of the main drivers of the emergence of a holistic paradigm is the need to overcome the complexity of problems faced in education and society. In this context, a holistic approach allows for the merger of different perspectives and disciplines to understand and solve problems more effectively (Muhammad & Primarni, 2024). For example, a multidisciplinary approach in public health research shows how collaboration between different disciplines can result in better solutions to complex health problems. This reflects the importance of integrating knowledge from different fields to achieve a deeper understanding and more effective solutions (Januraga, 2021).

Second, technological developments and globalization also contribute to the emergence of a holistic paradigm. In today's information age, individuals are faced with a variety of challenges that require critical thinking and collaborative skills. education that focuses on developing 21st-century skills, such as collaboration and problem-solving, is essential to prepare students for global challenges. Therefore, a holistic paradigm that integrates various disciplines and learning approaches is becoming increasingly relevant in the context of modern education (Azzahra & Sirozi, 2025).

Third, the holistic paradigm also emerged in response to the need to create a more inclusive and equitable learning environment. Holistic education not only pays attention to academic aspects, but also social, emotional, and spiritual aspects of students. It is important to ensure that all students, regardless of background, have equal opportunities to learn and thrive. Thus, this paradigm seeks to create a more comprehensive and meaningful learning experience for all students (Farber, 2022).

Overall, a holistic paradigm in education emerges in response to the complexity of the challenges faced by individuals and society and the need to integrate different disciplines and approaches to achieve more comprehensive educational goals. Thus, this paradigm has the potential to create a more inclusive, relevant, and effective learning environment in preparing students to face future challenges.

Based on a scientific perspective, an integral and holistic approach affirms that an entity must be seen as a larger whole than just the sum of its parts. Emphasizing the importance of understanding entities through an integrated approach that includes diverse but interrelated aspects in a system or structure (Kadarwati & Ulum, 2021). Seeing a single piece as part of a whole allows for a deeper understanding of interconnectedness in a social or cultural system (Zaini et al., 2024).

Adds that an integral perspective in the context of education must accommodate the intellectual, emotional, and spiritual dimensions of students to achieve complete development so that they become fully empowered human beings (Mahzar, 2004). Support this view by proposing that a holistic approach to education plays an important role in shaping the character of individuals, especially when education includes theocentric values that integrate morality and spirituality into the curriculum. This overall view enriches the understanding that the holistic learning and education process not only pays attention to academic aspects but also builds a broader dimension of human intelligence, which includes social, emotional, and moral elements (Muhammad & Primarni, 2024).

Holistic education views students as whole individuals, integrating physical and spiritual dimensions with a balance between intellectual, emotional, social, and spiritual aspects. Through this paradigm, learners are taught to understand their role in life as well as their responsibilities as beings who have a relationship with God, themselves, and the environment (Muhammad & Primarni, 2024). A holistic approach has proven effective in developing emotional intelligence and essential social skills in the era of globalization (Johnson, 2023). In addition, a study by emphasizes that holistic education also strengthens students' ability to adapt to dynamic changes in the social and technological environment (Ahmad & Agustina, 2023). This approach is expected to form individuals who are balanced and able to contribute positively to society (Hidayatullah, 2024).

The integration of moral, spiritual, intellectual, and emotional in education is an approach that is increasingly receiving attention in the context of modern education. This approach seeks to create individuals who are not only academically intelligent but also have good character and high emotional abilities. In addition, it also provides insight into the formation of holistic ministry in theological education (Primarni, 2019). In this context, education is not only seen as a transfer of knowledge but also as a process of character formation and individuality, which is an integral part of holistic education This shows that holistic education can be applied in various disciplines, including religious education (Jalil, 2025).

Further, the importance of holistic education can also be seen from an approach that integrates various disciplines, as explained in the STEM-based e-module development research (Akmal, 2022). This approach not only focuses on technical aspects but also prioritizes creativity and innovation in the teaching and learning process which is part of holistic education (Khairunnisa & Usiono, 2023). Thus, holistic education encourages students to think critically and be creative, as well as be able to collaborate with others (Cacik & Widiyanti, 2024).

Overall, holistic education plays an important role in creating individuals who are not only academically intelligent but also have good character and can contribute positively to society (Primarni, 2019). This approach emphasizes the importance of well-rounded development that includes cognitive, emotional, social, and spiritual aspects so that students can grow into well-rounded individuals and be ready to face future challenges (Syafri et al., 2021).

Theocentric Humanism Paradigm

The emergence of a theocentric humanism paradigm in education is based on several interrelated factors, especially in the context of philosophical thinking and social

development (Maryati, 2024). Theocentric humanism prioritizes human values rooted in religious teachings, integrating spiritual and moral aspects in the educational process. This paradigm seeks to create individuals who are not only intellectually intelligent but also have high spiritual and social awareness (Hikmiyah & Faisol, 2024).

One of the bases for the emergence of this paradigm is the need to integrate religious values in education. In this context, education is not only seen as a transfer of knowledge but also as a means to shape students' character and morals (Akmal, 2022). This is in line with one of the bases for the emergence of this paradigm is the need to integrate religious values into education (Yusuf et al., 2023). This approach also seeks to address social challenges faced by society, such as educational exclusions for certain groups, including people with disabilities, which shows the need for a more inclusive and equitable approach to education (Yulianti et al., 2022).

The paradigm of theocentric humanism also emerges as a response to technological developments and globalization that affect the way people interact and learn (Hikmiyah & Faisol, 2024). In the digital era, education must be able to adapt to rapid and complex changes. Therefore, this approach emphasizes the importance of education based on human and spiritual values, which can help individuals stay connected to their cultural identity and values (Najib, 2023; Rizal & Burhan, 2024). This paradigm is also driven by the need to create a more just and sustainable society. By prioritizing human and spiritual values, education is expected to produce individuals who not only focus on personal achievements but also care about the welfare of society and the environment. This is in line with the principles of inclusive and equitable education, which emphasizes the importance of collaboration and active participation in social development (Hidayatullah, 2024).

Theocentric humanism puts God at the center of all human activity, in the context of education this means that every element of education, from the curriculum to the teaching approach, is designed to bring students closer to God. Divine values such as honesty, justice, and compassion are at the core of education based on theocentric humanism (Hikmiyah & Faisol, 2024). This paradigm seeks to integrate moral and spiritual aspects with intellectual aspects, forming individuals who are not only academically intelligent but also have strong character (Maryati, 2024). Development of the theocentric humanist paradigm in education in Indonesia shows a significant transformation, especially in the context of education that prioritizes human values and spirituality. According to Muhammad and Primarni (2024), this paradigm seeks to integrate humanist aspects with theological values, creating an educational approach that not only focuses on intellectual development but also on the formation of students' character and spirituality (Naima et al., 2024).

One of the important aspects of this paradigm is the implementation of religious humanist education that seeks to build student character. Research shows that religious humanist education can be carried out through a variety of methods, including individual guidance and the application of engaging learning models, all of which aim to shape students into individuals of integrity and positive social relationships. In this context, education is not only seen as a transfer of knowledge but also as a process of character formation based on human and religious values (Amirullah et al., 2022).

An educational model that prioritizes a humanist approach is also seen in the concept of nature schools, which use nature as a learning space and teaching medium. This concept not only enriches students' learning experience but also in stills a love for the environment

and ecological awareness, which is part of humanist education. Thus, theocentric humanist education focuses not only on the development of the individual but also on the relationship of the individual with the environment and society (Amirullah et al., 2022).

The use of the theocentric humanism paradigm in education has a significant impact on students' character development, spiritual understanding, and social engagement . This approach focuses on the integration of human and spiritual values in the learning process, aiming to form individuals who are not only academically intelligent but also have high moral and social awareness. One of the main impacts of the implementation of this paradigm is the increase in spiritual and moral awareness among students. By prioritizing theocentric values, education can help students understand the importance of ethics and social responsibility in daily life.

One of the important aspects of this paradigm is the implementation of religious humanist education that seeks to build student character. Research shows that religious humanist education can be carried out through a variety of methods, including individual guidance and the application of engaging learning models, all of which aim to shape students into individuals of integrity and positive social relationships (Amanullah et al., 2023). In addition, this approach can also encourage students to be more actively involved in social and community activities, which is an important part of character formation (Agustiana & Asshidiqi, 2022).

Another significant impact is the improvement of critical thinking skills and problem-solving skills. By using learning methods that are based on real contexts and social challenges, students are encouraged to think critically and creatively in dealing with issues relevant to their lives (Pambudi et al., 2022; Tamam & Subrata, 2022). For example, research shows that the application of the problem-based learning (PBL) model in the context of education for sustainable development can improve students' critical thinking skills (Yomaki et al;, 2023). This shows that education based on the paradigm of theocentric humanism does not only focus on academic aspects but also on the development of skills necessary to face global challenges (Akmal, 2022).

This paradigm also contributes to the creation of a more inclusive and equitable learning environment, by emphasizing human values, education can be more responsive to the needs of all students, including those who come from different backgrounds or have special needs. It is important to ensure that all students have the same opportunity to learn and grow (Musthan et al., 2022). research shows that an inclusive learning environment can increase student satisfaction and motivation, which in turn has a positive impact on their learning outcomes (Fuad & Masuwd, 2023; Nasir et al., 2023).

Furthermore, theocentric humanist education also plays a role in building tolerance and harmony between religious communities. Through an approach that emphasizes humanity, this education seeks to reduce conflicts and improve understanding between different groups (Hikmiyah & Faisol, 2024). In this context, character education based on Pancasila values is also an integral part of this paradigm, because Pancasila contains values that support a harmonious and humanist life in a pluralistic society (Hadi et al., 2023).

Overall, the application of the theoretical humanism paradigm in education emphasizes not only academic development but also the cultivation of students' character, social skills, and moral awareness. This approach aims to create individuals who are more responsible, socially aware, and able to think critically when facing life's challenges. In

Indonesia, the development of this theoretical humanist paradigm reflects efforts to build an education system that is more inclusive, oriented to human values, and responsive to contemporary challenges (Iwan et al., 2023). By integrating humanist and religious aspects, education is expected to produce individuals who are not only academically proficient but also have a strong character and contribute positively to society.

Integration of the theocentric humanism paradigm in holistic education.

The integration of the theocentric humanist paradigm in holistic education results in a comprehensive approach that emphasizes the cognitive, moral, and spiritual development of students. This approach is in line with the values of the Qur'an and hadith, which emphasize the importance of morality and belief in forming a complete character (Rizal & Burhan, 2024). One of the pedagogical models relevant to holistic education is the social transformation model with a shared good perspective, which considers education an important inclusive factor to promote democracy, human rights, and global citizenship engagement (Ashar & Nursikin, 2023). This model shows that education not only aims to transfer knowledge, but also empower individuals and communities to contribute positively to society. With this integration, it is hoped that a generation that is emotionally, socially, spiritually, and intellectually balanced will be created (Hikmiyah & Faisol, 2024).

Holistic education according to focuses on the development of all aspects of the individual, including cognitive, emotional, social, and spiritual. The theoretical humanist approach provides a solid foundation for building students' character, creating a learning environment that supports spiritual and moral growth (Wahle, 2022). This allows students not only to become academically intelligent individuals but also to have integrity and empathy for others. This integration also encourages collaboration between different disciplines and invites students to understand the relationships between different fields of knowledge, which is in line with theocentric humanist principles (Riyadi et al., 2024).

Holistic education emphasizes the importance of understanding the social and spiritual context in learning, so that students can develop critical and creative thinking skills Thus, holistic education aims to create individuals who are adaptive and able to contribute positively to society (Rofdli & Suyadi, 2020). Education that integrates the theoretical humanist paradigm also focuses on the formation of character and moral values, not only as a transfer of knowledge but as a process of character formation based on human and spiritual values. This is important to create a generation that is not only intelligent but also has social responsibility and concern for the environment (Hidayatullah, 2024).

Implementation of holistic education through the theocentric humanism paradigm

The paradigm of theocentric humanism in holistic education introduces a unique educational approach that combines the pursuit of intellectual growth with the maintenance of moral and spiritual values. By centering God in all educational activities, this paradigm shapes students into individuals who are not only well-informed but also morally grounded and spiritually conscious (Muhammad & Primarni, 2024; Syafri et al., 2021).This approach contrasts with the purely secular educational paradigm, as it integrates worldly (worldly) knowledge with spiritual (ukhrawi) knowledge, emphasizing that the two domains are interconnected and essential for developing well-rounded individuals (Fuad & Masuwd, 2023). The result is an educational framework that promotes balanced personal

development, preparing students to navigate the complexities of modern life while maintaining a strong ethical foundation. (Primarni, 2019).

The current study on Islamic education research, especially in exploring how the implementation of theocentric humanism can provide a basic approach to holistic education. While existing research has examined character education and spirituality in education, few explicitly articulate models that incorporate these elements into a cohesive framework, especially in the Islamic context. This research advances this field by proposing a theocentric humanist model centered on God's consciousness that makes it different from the secular humanist or purely academic model of holistic education (Muhammad & Primarni, 2024).

The current review lies in its emphasis on developing an education system that not only fosters intellectual skills but also instills integrity, faith, and a sense of spiritual responsibility. By advocating for the integration of spiritual values in the academic curriculum, this research provides a roadmap for producing a generation that embodies academic excellence and strong ethical principles. This focus addresses critical gaps in the contemporary educational paradigm, especially in an era where moral crises are prevalent, and provides a model for Islamic educational institutions that seek to nurture intellectually capable and spiritually resilient students (Riyadi et al., 2024).

CONCLUSION

Philosophical implications, the implementation of theocentric humanism in holistic education is a force that strengthens the philosophical foundation of holistic education, so that it has a solid foundation. This approach provides a solid foundation for the formation of students' character that includes cognitive, moral, spiritual, and emotional aspects. By integrating religious values and humanism, this inclusive and transformative pedagogical model encourages education as a tool for individual and community empowerment. Holistic education based on theoretical humanism transfers knowledge and shapes students' ability to contribute positively to society through support for democracy, human rights, and active involvement in social life.

The practical implications of a collaborative interdisciplinary approach in holistic education encourage students to understand the interconnectedness between fields of knowledge, improve critical and creative thinking skills, and understand the social and spiritual context in the learning process. The main focus on character building makes human and spiritual values the basis of the educational process, producing a generation that is not only academically superior but also has empathy, integrity, social responsibility, and concern for the environment. By making God the center of educational activities, this paradigm creates individuals who are balanced between the worldly and ukhrawi aspects. The proposed model serves as a bridge between Islamic values and the needs of modern education, setting a new direction in educational research and practice to face future challenges.

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